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M37 1992

Minutes of the Special Education Advisory Committee of the Board of ...

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1992

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE 1992 02 19

Present: F. Oommen (Chairman); Trustee Bishop; Mesdames Dalziel, Trott and Krueger; Messrs. Adamson and Park, Drs. Marshall and Mason.

Not Present: Trustees Patenaude, Stewart and Wilson, Mesdames Dennis, Howard and Schram; Drs. Newberry and Toby.

Officials Present: E. Bond (Superintendent of Program)
R. Adams (Co-ordinator, Special Education)
O. Jackson (Supervisor, Research Services)
E. Hipkiss (Special Education Resource Teacher, Helen Detwiler School)

Mrs. Oommen called the meeting to order. As there was no quorum and Mr. Jackson was not yet present, it was agreed to proceed with the Organization Update.

GENERAL

Organization Update

Hamilton Association for Community Living
Dr. Marshall had no report.

Learning Disabilities Association, Hamilton-Wentworth Chapter
Mrs. Trott noted that the next two weeks have been declared Learning Disabilities Week by the Regional Chairman. On 1992 03 03, Mr. F. Gore, Principal and founder of the Learning Disabled School in Waterloo will speak on parent-teacher interviews, 7:30 p.m., Education Centre. Mrs. Trott made available a brochure regarding the Ontario Institute for Studies in Education conference to be held on 1992 04 22.

Hamilton Wentworth Home Care Program
Ms. Krueger had no report.

Hamilton & District Society for Disabled Children
Miss Dalziel reported that the Children's Developmental Rehabilitation Program (CDRP) at Chedoke Hospital held an open forum with representatives from surrounding Boards for parents of disabled children entering the school system as of this September. The success of this forum may result in future such forums.

Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter
Mr. Adamson had no report.

Hamilton Teachers' Federation
Mr. Mutart had no report.

Hamilton Principals' Association
Mr. Maddocks had no report.

Association for Bright Children
Dr. Mason had no report.

Board Update
Mrs. Bishop remarked on conferences being held by a) the Council for Exceptional Children on 1992 02 27 and b) Mohawk College on 1992 02 24. She briefly related the contents of two letters from parents concerned about Bill 114, which has not received final reading. She referred to the Adult Basic Education Community Literacy Award before commenting on other community events including the presentation of a report relative to long term care issues to the Regional Advisory Committee. Mrs. Bishop then circulated to those members' present, copies of OPSBA's "Issues in Integration".

Miss Bond, in response to Mr. Maddocks' query, explained the delays to Bill 114 which have resulted from changes in both the provincial government and the Minister of Education.

Hamilton Secondary School Principals' Council
Mr. Sims had no report.

Hamilton & District Parents of Disabled Children
Mr. Parks reported on two items: a) the development of a questionnaire by Dr. Rosenbaum of Chedoke Hospital to elicit response from users relative to services and treatment received at various centres throughout Ontario, b) the Kids Helping Kids telethon.

Downs Syndrome Association
Mrs. Oommen noted the Association is no longer utilizing the apostrophe in its name. Mrs. Oommen will report on her Association next month as a continuation of short presentations on the member organizations.

Chairman's Remarks
As Chairman, Mrs. Oommen related her intent to have information available at meetings in an attempt to reduce postage.

A discussion then followed on the compilation of a summary page about SEAC for inclusion in school newsletters to coincide with Education Week in May. **It was agreed that members would each submit the following Association information to Mrs. Trott: the Association's name and phone number, member's name and contact number, and a two-sentence description of the Association.** Noting the short timelines, Mr. Adams offered to write an abstract about the Committee and to have the document typed for distribution.

Following discussion about presentation of the Special Education Action Team Report to the Development Committee without first coming to SEAC for input, Mrs. Oommen, was requested to write to the Chairman of the Board protesting the change in the process as outlined by Mr. Skidmore for validating this report. Members expressed much concern at this apparent change in procedures, especially in view of the time commitment of members last year relative to Action Team Reports. Mrs. Bishop, noting the advisory capacity of this committee, offered to place a motion on the floor that the Development Committee refer this report to SEAC prior to receiving Board approval. Dr. Marshall suggested that other Action Team Reports have impact on Special Education and should also be seen by this committee.

Miss Bond explained the rationale for delaying these reports was to provide an opportunity for her to acclimatize to our system and to become familiar with these reports. It was her understanding that this particular report would come to SEAC first, but in speaking with the Chairman, it was indicated to her that the Chairman wanted this report to go to the Development Committee first, as with the other Action Team reports.

Confirmation of the Minutes
A quorum now being present, Mrs. Oommen noted regrets from Trustees Wilson, Patenaude, and Stewart, and Mesdames Schram and Riis-Culver. She then asked for confirmation of the minutes.

Mrs. Bishop requested that the fourth paragraph on page four be deleted and that the second paragraph, first sentence, on page 4 read: **In response to Mrs. Bishop's query, Mr. Trovato said the non-exceptional students may serve as the control group in assessing academic performance .....**

Mr. Maddocks, referring to his comments in the last paragraph on page four, asked for the following clarification: **Mr. Maddocks clarified that the process of assessing students for exceptionalities is carried out through the DART process and may include a psychological assessment. Once the exceptionality assessment is complete then the IPRC process can be**

initiated when beneficial to the student. However, the IPRC and psychological assessment are not tied together.

Moved by Mrs. Bishop:

That the minutes of the 1991 15 meeting, as amended, be approved.

CARRIED.

SEAC Agendas

Mrs. Oommen circulated proposed agendas for the months through to June, 1992 for information.

I.P.R.C. Statistical Data

Mr. Adams circulated the January, 1992 statistics (attached).

Reporting to the Ministry - Board and School Reports re Special Education

Mrs. Oommen welcomed Mr. Jackson, who began to outline the documentation that his Department sends to the Ministry upon which grants are based.

At this juncture, Mrs. Bishop remarked that Mr. Rutledge was scheduled to explain the grant structure of Special Education and noted it was her understanding that Mr. Jackson was to supply student statistics relative to Special Education.

Following a brief discussion, and with apologies to Mr. Jackson, it was agreed that the committee's interest specifically related to system student statistics such as: number of students in each exceptionality/program in the city related to total number of enrolment over the past 3 - 5 years. Members were not concerned about location of students nor class size. Mr. Jackson indicated that, based on Board data, this information could be documented.

Noting the Ministry provides aggregate statistics on a school and system-wide basis for the province, Mr. Jackson offered to make the 1991 copy of the printout available, possibly in early April.

In addition, the following information was requested:
a) whether students are in the elementary or secondary level
b) whether students are in self-contained classes or in resource withdrawal
c) whether students are located in their home school.

When Mr. Jackson explained the difficulty in capturing data relative to home school location due to boundary changes, it was suggested that such data may be available through the Transportation Department.

Noting that every effort is made to place Special Education students in their home school, or at least a school in the home area, Mr. Adams indicated he would have information relative to self-contained classes available.

It was suggested and agreed, that Mr. Jackson need not be present when this information is reviewed by the committee, Mr. Adams being available to answer any questions.

Learning Resource Teacher Update

Mr. Hipkiss briefly reviewed the history of the Learning Resource Teacher (LRT) and the inclusion of such positions throughout the system since its inception in the early 1980's. He circulated copies of role descriptions for both an elementary and secondary LRT (attached). In his position as a Special Education Resource Teacher (SERT) at a new school, Mr. Hipkiss outlined the progression and implementation of an integral program under the responsibility of himself, the Principal and half-time school LRT. Prior to implementation it was discussed with various audiences for their consideration and input, i.e. staff, parents, Special Education teachers and resource personnel. The program, an

intervention - or preventative - model, is based on the idea that the classroom teacher is key deliverer of service and support is brought to them. However, within a continuum of options, withdrawal support is available. Based on a needs survey, detailing each student's needs, a proposed model was designed and a timetable was drafted for resource support. All these preparations took place throughout the summer to October. Mr. Hipkiss explained that as a resource person working in the classroom, he was not seen as an adjunct to the program, but an integral part, inputting towards report cards and attending interviews. Following Christmas, the timetable was collaboratively reviewed to meet on-going and changing needs as the students moved through the curriculum. Presently he conferences once a week with each teacher in a planning process. In conclusion he added that he not only works with Special Education students, but others in the classroom and that regular curriculum material is utilized. He feels a solid base has been developed for problem solving and a vehicle for on-going inservice.

Dr. Marshall, while acknowledging the need for such a program in a progressively integrated model, queried a) whether staffing formulas are appropriate, particularly at the secondary level and b) the lack of specific needs consultants.

Mr. Adams admitted that the Learning Resource Teacher staffing formula differs in that elementary staffing is based on school enrolment whereas secondary is based on the Special Education population per school. Noting that Superintendents of Schools will be responsible for staffing each area, Mr. Adams commented that this issue would be addressed through the Action Team Reports. Mr. Adams then explained, in addressing Dr. Marshall's second query, that some consultants have special portfolios and provide inservice and information to area colleagues as needed.

In response to Mrs. Bishop's query, Mr. Hipkiss replied that an evaluation tool or assessment device for this model is being considered.

There being no more questions, Mrs. Oommen thanked Mr. Hipkiss for his report.

It was agreed:

That the Learning Resource Teacher Update be received for information.

As a quorum was no longer present, members agreed to continue past 9:00 p.m. for information purposes.

NEW BUSINESS:

Consultation Paper: Integration of Exceptional Children

Following a short discussion about the committee's response to this document, it was agreed to establish two workshops (no minutes), on Wednesday, 1992 03 04 and 1992 04 22, to facilitate discussion on the Consultation Paper and Special Education Action Team Report. Mrs. Bishop offered to collate the workshop deliberations into a draft response for full committee approval. It was noted that the committee could respond directly to the Ministry and/or include its response with the Board's response on the Integration paper. Mr. Adams and Mrs. Oommen are responsible for the meeting format.

Mrs. Trott made available copies of her Association's response on the Integration Paper.

The meeting then adjourned.

Read and confirmed,

.....

cv Chairman

S P E C I A L E D U C A T I O N D E P A R T M E N T
SYSTEM IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
JANUARY 1992

Total Number of Students Presented to the SIPRC		55
. Number of Annual Reviews		13
Change of Placement/Exceptionality to:		
. Specific Learning Disability Self Contained Class	6	
Specific Learning Disability Regular Class		
. Speech & Language Self Contained Class		
Speech & Language Regular Class		
. Behavioural Self Contained Class	2	
Behavioural Regular Class		
. General Learning Disability Self Contained Class		
General Learning Disability Regular Class		
. Gifted Self Contained Class		
Gifted Regular Class		
. Trainable Retarded Self Contained Class		
. Assessment/Multiple Self Contained Class	2	
. Multiple Regular Class		
. Non-Exceptional		
. Placed "In Recess" or Postponed		
. No Change of Placement	3	
. Number of Students Placed "In Recess or Postoned"		4
. Number of Students Identified as Communicational		28
. Specific Learning Disabilities Self Contained Class ...	22	
Specific Learning Disabilities Regular Class	3	
. Speech & Language Self Contained Class	2	
Speech & Language Regular Class	1	
. Hearing Impaired Self Contained Class		
Hearing Impaired Regular Class		
. Number of Students Identified as Intellectual		5
. General Learning Disabilities Self Contained Class	4	
General Learning Disabilities Regular Class		
. Gifted Self Contained Class	1	
Gifted Regular Class		
. Trainable Retarded Self Contained Class		
. Number of Students Identified as Behavioural		4
. Behavioural Self Contained Class	3	
Behavioural Regular Class	1	
. Number of Students Identified as Multiple		1
. Assessment Class Placement		
. Multiple Self Contained Class		
Multiple Regular Class	1	
. Other Exceptionality Self Contained Class		
. Number of Students Identified as Physical		0
. Physical Self Contained Class		
Physical Regular Class		
. Number of Students Identified as Non-Exceptional		0
********** T O T A L **********		55

ROLE DESCRIPTION D R A F T

LEARNING RESOURCE TEACHER (SECONDARY)

Philosophy

The Special Education Department is committed to an Intervention Model. This philosophy is based upon a recognition of the unique learning characteristics of all students, program delivery within the most natural enabling environment and the shared responsibility amongst educators for the delivery of program.

The Special Education Department is committed to encouraging all students to reach their full educational potential. At the Secondary level this commitment is reflected in the accompanying role description of the Learning Resource Teacher.

This role description is divided into Mandatory Responsibilities and Recommended Good Practices.

The Learning Resource Teacher, Secondary is responsible to the Principal of the school and works closely with the Area Resource Team and Special Education Department.

Mandatory Responsibilities

The Learning Resource Teacher shall:

1. Establish, in conjunction with the school's administration and the Special Education Consultant, using this role as a guideline, a philosophy for the learning resource program designed to meet the needs of the exceptional pupils, the individual school and the school community.
2. Record goals and objectives for the year developed from the agreed upon philosophy and good practices.
3. Be provided with an appropriately equipped Learning Resource Room.
4. Work in conjunction with, and as a member of, the school Diagnostic and Resource Team (D.A.R.T.).
5. Be responsible for preparing for the I.P.R.C. process, implementation of recommendations, annual reviews, and co-ordinating Individual Pupil Plan writing.
6. Work collaboratively with teaching staff in interpreting the nature of Exceptionalities; suggesting teaching strategies for modifying curriculum and developing appropriate inservice.
7. Provide supportive teaching, counselling and/or monitoring of students on an individual and/or small group withdrawal basis who: have been deemed Exceptional, will benefit from additional support as recommended by a D.A.R.T. and/or need special assistance on a short term basis.
8. Act as an advocate for students by working with parents, staff, administrators, educators, community resources and other students dealing with matters related to the particular student needs to ensure educational and personal progress.

ROLE DESCRIPTION

LEARNING RESOURCE TEACHER (ELEMENTARY)

Philosophy

The Special Education Department is committed to an Intervention Model which enables all students to reach their full educational potential. This philosophy is based upon a recognition of the unique learning characteristics of all students and the shared responsibility among educators for the development and delivery of program within the most naturally enabling environment.

This commitment is reflected in the following role description of the Elementary Learning Resource Teacher. The role description is divided into Mandatory Responsibilities and Recommended Good Practices.

The Elementary Learning Resource Teacher is responsible to the Principal of the school and works closely with the Area Resource Team and the Special Education Department.

Mandatory Responsibilities

The Learning Resource Teacher, as a team member, in conjunction with the school's Principal and the Area Special Education Consultant, will establish the school's philosophy for the Learning Resource Program. This philosophy recognizes special circumstances such as but not limited to compensatory education, dual-track or half-time L.R.T. positions. The program reflects a continuum of services required by the school's unique character in order to meet the needs of Exceptional Students, Non-Exceptional Students identified through the D.A.R.T. process and students requiring short term assistance.

The role of the L.R.T. continues to evolve from a remedial focus on isolated skills to a curriculum support for classroom teachers.

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MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
1992 04 15

Present: F. Oommen (Chairman); Trustees Bishop and Stewart; Mesdames Dalziel, Krueger, Riis-Culver, Schram and Trott; Messrs. Adamson and Parks; Dr. Marshall.

Also Present: Mr. D. Maddocks (Hamilton Principals' Association)
Mr. A. Mutart (Hamilton Teachers' Federation)
Mr. J. Sims (Hamilton Secondary School Principals' Council)

Official Present: R. Adams (Co-ordinator, Special Education)

Mrs. Oommen called the meeting to order and noted regrets were received from Trustee Patenaude, Drs. Mason and Toby. She then welcomed Ms. Sylvia Scarrow, Employment Officer, who would be providing a verbal report regarding Educational Assistants - Role/Training/Assignments.

At this point, Mrs. Riis-Culver advised that she has been appointed President - Hamilton Council for Home and School Associations and introduced Mrs. Lisa Yanch, who will be replacing her as the Council's representative to SEAC. She then expressed her appreciation and thanks for the opportunity of being a part of SEAC.

Confirmation of the Minutes
Moved by Mrs. Trott:

That the minutes of the 1992 03 11 meeting be approved as presented.

Mrs. Trott requested to be on record that she was opposed to the approval of Recommendation 1 (Concept of Neighbourhood School) of the Report of the Special Education Action Teams. She perceived Dr. Mason of the Association for Bright Children as also being opposed to the recommendation.

Mrs. Oommen suggested it may be appropriate for members to request a recorded vote at the time of voting.

The motion was voted on and was Carried.

Confirmation of the Agenda
The members had no concerns with the agenda.

At this point, Mrs. Oommen advised that Ms. Susan Ham, Speech and Language Pathologist - Area 3, has requested to make a presentation regarding speech pathology services in Hamilton schools. The members agreed to consider this presentation as an information item at the May meeting.

GENERAL

URBAN MUNICIPAL
MAY 12 1992
GOVT. PUBLICATIONS

ORGANIZATION UPDATE:
Board Update
Mrs. Bishop referred to the Board's recently approved budget and stated that, overall, Special Education was well considered and that the only concern noted was the reduction in the number of Educational Assistants and the five staff cut from the area teams. She also mentioned that the Report of the Special Education Action Teams was approved at the April meeting of the Development Committee and would be brought to the Board for approval on Tuesday, 1992 04 21. Mrs. Bishop did not anticipate any concerns associated with the final approval of this report.

Mr. Stewart advised that during the Budget deliberations, some trustees raised concerns relating to the perception of an imbalance in the area teams and had requested the officials to do an assessment of the situation. He added the officials would be bringing back the information to the Board.

Hamilton-Wentworth Home Care Program
Ms. Krueger had no report.

Hamilton & District Society for Disabled Children
Miss Dalziel had no report.

Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter
Mr. Adamson referred to the report from the Society's Education Committee for Autism in response to the Ministry's Integration Consultation Paper. He provided Mr. Adams with a copy of the document to share with any one interested.

Referring to the Special Education Annual Report, Mr. Adamson was pleased to advise that the first year of the autistic class at the middle school level has been doing well. Mrs. Oommen remarked this program will be addressed in the report relating to the Transition Years; Mr. Adams referred to its inclusion in principle in the Report of the Special Education Action Teams, noting the pilot project at Westview Elementary School.

Hamilton Teachers' Federation
Mr. Mutart had no report.

Hamilton Principals' Association
Mr. Maddocks had no report.

Hamilton Secondary School Principals' Council
Mr. Sims had no report.

Hamilton-Wentworth Communication Collective
Miss Schram advised that the winner in the Association's recent student essay contest is Victor Valentic, of Mohawk College. She said the contest theme relates to how the contestants would benefit from attendance at the conference (the contest prize). Miss Schram said Mr. Valentic, who leaves for Philadelphia in August to attend the ISAAC (International Society of Augmentative and Alternative Communication) conference, will be providing feedback on his educational trip.

Mr. Adams recalled Mr. Valentic's efforts and achievements as a former student in the system.

Mrs. Oommen suggested inviting Mr. Valentic to make a presentation to SEAC upon his return; Miss Schram agreed to make arrangements with him.

Learning Disabilities Association, Hamilton-Wentworth Chapter
Mrs. Trott provided the following information items:

(a) A CBS/CTV movie ("The Secret", starring Kirk Douglas) about Dyslexia will be aired on Sunday, 1992 04 19.

(b) The Association has received correspondence from the Ontario Association of Speech and Language indicating that many school boards in the Province are limiting or reducing their services for speech and language.

(c) The Learning Disabilities Association of Ontario's Task Force on Human Rights will be conducting information meetings (1992 04 22 in Toronto and 1992 04 30 in Scarborough) to reach out and assist all disadvantaged persons, particularly those having difficulties trying to access this area. Native issues would be dealt with separately. For further details, the contact phone number is (416) 314-6026.

(d) The PAAC (Provincial Parent Association Advisory Committee) will provide trainers to conduct workshops on SEAC role and functioning. Contact person is Ms. Lynn Ziraldo, phone number: (416) 884-5646.

Mrs. Trott referred to a parent's complaint relating to requesting a copy of medical information in the Ontario Student Records (OSR) and wondered how she could assist this parent. Mr.

Adams was aware of the situation which involved medical information from Chedoke Hospital. Clarifying the provisions of the Freedom of Information Act, he noted that the information may be read by the parent and a copy can be obtained by utilizing the proper procedures. Mr. Adams suggested Mr. Brian Schofield, Adjustment Services Co-ordinator, may be able to provide further clarification in this situation.

Miss Dalziel added that release of medical information from the medical facility requires the parent's consent; however, when the document is stamped "Not to be Copied", neither the school board nor the parent can reproduce the information. She said an alternative for the parent is to contact the source of information (i.e. Chedoke Hospital in this case) to request a copy of the document.

In response to a further query from Mrs. Trott, Mr. Adams explained the process of C.A.P. (Central Auditory Processes) testing for students, noting the requirement for written permission from the parent. He added that the parent can request a copy of information relating to this testing upon request.

Mrs. Trott wondered if there have been any discussions relating to "Discover Together", a teachers' manual prepared by the Secretary of State to help teachers develop an awareness of disabilities among their students from kindergarten to Grade 8. She noted copies of the document are being distributed to all school boards in the Province.

Mrs. Bishop received the manual along with an information package relating to the National Access Awareness Week, an event observed across Canada on 1992 06 01 to 1992 06 07 this year.

As the manual deals with various learning disabilities, Mrs. Trott noted that the only disability not in the document is psycho-emotional problems in children. She said she would be willing to bring the document and share the information with the members at the next meeting.

Because of the educational value of the document, Mr. Parks felt it may be beneficial to provide a copy to each of the schools. Mrs. Bishop noted that copies are free but she was not aware of the limit in the number of copies a school board may request. She added that Ms. Diane Rawsthorn, Primary Junior Co-ordinator, has endorsed the document as "worth buying".

Moved by Mr. Parks:

That the Special Education Advisory Committee continue to meet past 21:00 hours.

Mr. Adamson was opposed to the motion, stressing that the members should be cognizant with the meeting time.

The motion was voted on and was **Carried**.

Mrs. Trott, in concluding her update, referred to the Association's response to the Ministry's Consultation Document on Integration. She agreed to include this in the next SEAC newsletter.

Hamilton & District Parents of Disabled Children

Mr. Parks reported that the Association is expanding its operations and has established sub-committees. He advised further that their fund-raising activities will be conducted on a year-round basis. Mr. Parks noted that the Association is actively pursuing its campaign on its fund-raising project, "Kids Helping Kids".

Mr. Parks referred to a letter from the Disability Network expressing concerns on the shortage of funds for program and training of disabled people in the television industry. He said the Association has sent its response and would like to share the information with any one interested. Mrs. Oommen suggested including this in the SEAC newsletter.

Hamilton Council for Home and School Associations
Mrs. Riis-Culver had no report.

Hamilton Association for Community Living
Dr. Marshall had no report.

Presentation - Down Syndrome Association
Mrs. Oommen provided an overview of the Association, noting that its operation and services encompass the surrounding areas of Hamilton-Wentworth as well as Brantford. She said the Association, which is affiliated with the Down Syndrome Association of Ontario and the Canadian Down Syndrome Society, currently has 65 member families/individuals. Mrs. Oommen then discussed their goals, emphasizing the thrust of centralizing information to improve awareness and access by members and other interest groups, advocating the rights of Down Syndrome children to available resources and services which will promote their development and create opportunities to reach their full potential and working/co-ordinating with other handicapped groups in achieving mutual goals.

Mrs. Oommen alluded to the Association's focus on the needs of pre-school age children and their parents and the recent interest in computerization and speech development for Down Syndrome children. She also noted their second training course on Parent-to-Parent Counselling, with assistance from Chedoke Hospital. In conclusion, Mrs. Oommen cited the annual activities, e.g. summer picnics, Christmas party, sponsored by the Association to foster camaraderie among its members.

At this point, Mrs. Oommen reported that her scheduled presentation of the Report of the Special Education Advisory Committee to the April Development Committee did not occur as her presence at that meeting was not noted by the Committee's Chairman. The members expressed their concerns with Board "protocol", noting that the SEAC Chairman has the right (as part of the responsibilities) to make presentations to Standing Committees when requested. It was agreed that Mrs. Oommen will send a letter to the Board expressing the members' concerns.

NEW BUSINESS:
SEAC Attendance Letters
Mrs. Oommen explained that the intent of the letters is to improve the members' attendance at SEAC meetings.

Confirmation of the 1992 04 22 Workshop on Consultation Paper
Mrs. Oommen reminded the members that the next SEAC workshop on the Ministry's Consultation Paper on Integration is scheduled for 1992 04 22 in the Lower Auditorium, Education Centre.

Location - SEAC Meetings
The members agreed to hold this year's SEAC meetings at the Education Centre (Lower Auditorium) and plan for "outside location" meetings next year.

Miss Dalziel recalled that the members had agreed previously to hold SEAC meetings outside the Education Centre once or twice a year. Mr. Adams advised that an Elementary school setting will be considered for the next "outside" SEAC meeting.

ELEMENTARY/SECONDARY

INFORMATION/DISCUSSION ITEMS:
Educational Assistants - Role/Training/Assignments [This was considered as the first item of the agenda]
Mr. Adams introduced Ms. Scarrow to the members.

Ms. Scarrow discussed the staffing process and procedures for Educational Assistants and advised that there are 234.770 permanent and 21.285 temporary Educational Assistants currently in the system. In light of the increasing demand for Educational Assistants, "hand in hand" with the hiring freeze in the early 90's, Ms. Scarrow recalled the officials had to

obtain Board approval last Fall to hire additional temporary staff to address the situation. In spite of this direction, Ms. Scarrow remarked that the system has to work above and beyond what the Board had approved. In explaining how Educational Assistants are utilized/assigned in the various areas throughout the school system, Ms. Scarrow provided the following information:

Area/Program	No. of Educational Assistants
Area offices (working with Speech Pathologists)	5
Supervised Alternative Learning for Excused Pupils (SALEP)	1
Writing to Read Program	11
Junior/Senior Kindergarten Program	65
Special Education classes	27
Trainable Retarded (TR) Program	38.5
plus Lunchroom Program	6.986
General Educational Assistants	7
Special Assignment Educational Assistants	94.569

As a result of the hiring freeze, Ms. Scarrow stated that the various areas had to work within the complement provided for Educational Assistants and, with the increasing student needs, she acknowledged this was not an easy task.

In speaking about the qualifications for Educational Assistants, Ms. Scarrow commented that the initial screening of applicants showed some outstanding qualifications from these people, e.g. most applicants acquiring certificates from colleges and universities. Ms. Scarrow emphasized that the key qualifications will include: formal training and experience in working with children, ability to perform some physical tasks, e.g. lifting children, working experience from other school boards and a background with special needs children. She then detailed the role of the Educational Assistant, noting the absence of a "formal" job description and that what is available emanated from the recent Pay Equity legislation.

In terms of staff development, Ms. Scarrow affirmed that the Board's Educational Assistants require more formal training; however, due to financial restraint, this area remains a budget issue. Ms. Scarrow added that on-site training programs for Educational Assistants are supplemented by in-service from outside sources.

Referring to the Educational Assistant Utilization Review Committee, struck as a result of a motion at the Personnel and Organization Committee last Fall, Ms. Scarrow advised that the Committee has just started working towards its mandate. She emphasized that the Committee's major task is to achieve the best utilization of Educational Assistants for the system.

Mr. Parks commented that the role and duties of Educational Assistants today seem to be expanding and that in some instances they are expected to do the job of medical professionals. He wondered at what point does the role of an Educational Assistant stop and that of the medical professional begins.

Ms. Scarrow advised that in the Hamilton Board, the Educational Assistants are not required to be medical professionals. She added that some school boards have considered the legal

implications of this issue and noted the law provides that Educational Assistants should be required to perform these tasks.

Ms. Krueger commented that requiring Educational Assistants to do some medical procedures, e.g. deep and shallow suctioning, catheterization, toileting procedures, etc., which are usually performed by a registered nurse, should be within the jurisdiction of the school board. She said her Association provides training, supervision and periodic reassessment on these medical procedures to Educational Assistants in some school boards. Ms. Krueger added that these in-service sessions have been financed by the Ministry of Health.

In response to Mrs. Oommen's query, Ms. Krueger clarified that a medical professional working as an Educational Assistant for some school boards may be a registered nurse or nursing assistant. She said student needs should be a key factor to consider in this area.

In light of the major shift in the role and duties currently performed by Educational Assistants, Mr. Parks inquired if the level of pay has been adjusted correspondingly.

Ms. Scarrow clarified that there are different pay grades for this group and that many factors are considered in arriving at the appropriate grade, e.g. qualifications, experience and complexity of the job performed (Educational Assistants working in TR classes, one-on-one assignments, performing medical procedures, etc.). She noted that the Pay Equity process significantly impacted on the pay grades for this group. Ms. Scarrow further advised that Grade 7 is the highest and the Board has one Educational Assistant in this category.

In response to Miss Dalziel's query, Ms. Scarrow clarified that there is a "generalized" job description for the Board's Educational Assistants; however, in some schools the classroom teachers develop a specialized job description as the need arises.

Miss Dalziel alluded to conflicts arising between the classroom teacher and the Educational Assistant and asked if there is a procedure in place to address this issue.

Ms. Scarrow acknowledged Miss Dalziel's concerns. She explained that it is the school principal's responsibility to mediate in these situations, noting that at times her assistance is sought in solving a dispute. Ms. Scarrow noted further that most cases require "individualized" handling by the school officials.

Miss Dalziel felt that having a specific job description in place could minimize these problems. Ms. Scarrow responded that this is among the key issues being looked at by the Review Committee. She further commented that the classroom teachers require in-service in this regard.

Miss Dalziel remarked that the difficulties posed by the assessment of the needs of each student may complicate the issue. She then questioned the process involved in "matching" the assignment of Educational Assistants with student needs.

Ms. Scarrow suggested that this can be a "delicate" issue particularly now with cutbacks in staff and with this being a unionized employee group. She said several factors should be considered carefully in handling job assignments for these people, e.g. the Collective Agreement, legislation, particularly their rights towards jobs and the requirements of the job (Ms. Scarrow cited that some school principals insist on hiring male Educational Assistants to address the physical requirements, e.g. lifting children, etc.). Although the Board is far from achieving "perfect matches" in terms of fielding its Educational Assistants in the system, Ms. Scarrow assured that every effort is being done in trying to have a balance in this area.

Mr. Adamson expressed appreciation for the efforts of the Educational Assistants in Hamilton schools, particularly those dealing with autistic students.

In responding to Dr. Marshall's concerns, Ms. Scarrow clarified that no formal orientation is provided when Educational Assistants assume an assignment and that their qualifications form the major basis in successfully performing the job. She acknowledged this to be a "weakness" which needs to be addressed.

Dr. Marshall felt many issues should be brought to the Review Committee's attention, i.e. Educational Assistants being para-professionals and child care specialists, the need to review workloads and the conflicts arising between the teacher and the Educational Assistant in the classroom. He looks forward to the report of the Review Committee.

In response to concerns voiced by Mrs. Trott and Dr. Marshall, Mr. Adams clarified that the need for an Educational Assistant may be discussed in the Identification and Review Process (IPRC); however, recommendations for an Educational Assistant are not part of the committee's mandate. Dr. Marshall felt this should be part of the discussion at the IPRC and incorporated with the strategies and/or recommended plan for the student.

Miss Schram expressed concerns with situations in the classroom where an Educational Assistant has to work with staff other than the classroom teacher, e.g. Consultants coming to the class on a regular basis. As this could lead to confusion or conflict, Miss Schram felt the Board should take a closer look in terms of defining responsibility and accountability in this aspect.

Ms. Scarrow affirmed the occurrence of these situations and said this is one issue which may be addressed during the in-servicing and training of teachers. Mr. Adams commented that the classroom teacher and the Educational Assistant can consult jointly with the principal, who should be in charge of the situation. Depending on the decision reached, the principal should also take into consideration the provisions of the Freedom of Information Act.

In reply to Mr. Parks' question, Ms. Scarrow clarified that the union may intervene in Teacher-Educational Assistant conflict particularly in solving grievances. Ms. Scarrow added that, in some instances, she may be asked to provide some assistance.

Expressing his concern with the present staffing complement for Educational Assistants and noting that a large number assigned to junior kindergarten classes at this time, Mr. Parks hoped for a viable utilization of these staff in the schools.

Ms. Scarrow pointed out that six positions would be deleted from the junior kindergarten classes as a result of the Budget Review deliberations. Faced with the need to provide assistance for special needs students and a hiring freeze, she felt the only realistic alternative is to withdraw assistance from the junior kindergarten students.

Mr. Parks wondered if the community should have input in this issue.

Miss Dalziel voiced her concerns for those children with exceptionalities in the junior kindergarten program. She added that in some schools students may not be admitted due to the shortage of Educational Assistants.

Miss Scarrow agreed with Miss Dalziel and affirmed the difficulties posed by the reduction in the number of Educational Assistants.

Mrs. Oommen felt SEAC should assist in addressing the issue. Mrs. Bishop noted the Review Committee has not submitted its report on the utilization of Educational Assistants and considered it timely for SEAC to raise its concerns and endorse support relating to the need for Educational Assistants particularly in the area of special education.

Responding to queries from Mrs. Oommen and Miss Dalziel, Mr. Adams recalled that the Board is involved with the co-op nurseries integration program in the area in order to determine the potential number of students enrolling in junior kindergarten classes who may require special classes/programming.

Mr. Stewart suggested bringing these concerns to the Board and emphasizing the direct correlation of the staffing complement for Educational Assistants with the number of children requiring special assistance. Mrs. Bishop noted that while the number of Educational Assistants decreases, the number of children needing special care continues to escalate.

Ms. Scarrow mentioned that during discussions of staffing for Educational Assistants last Fall, another side of the issue was raised, i.e. the need for independence for the student. She alluded to some situations where at the end of the school year conclusion was reached that there was no longer a need for the assistance provided by the Educational Assistant for varied reasons, e.g. too much dependence was not good for the student, the students declaring they did not need the assistance provided by the Educational Assistant, etc. Ms. Scarrow stated that redeployment would be resorted to in these cases.

Miss Dalziel said a student's relationship with his/her Educational Assistant may have impact on the student's progress. Ms. Scarrow clarified that a change of school may necessitate a change in the assigned Educational Assistant for a student.

Mr. Adams alluded to the need for "intervenors" for special students and noted this qualification may be difficult to find. He added that the services of "intervenors" are funded by the Ministry of Education if they meet the required criteria.

Moved by Miss Dalziel:

That, bearing in mind the increasing number of exceptional students who will be integrated into regular classes, the Special Education Advisory Committee (SEAC) express its support for the value of Educational Assistants and voice its concern that the Board is reducing the number of Educational Assistants to support these exceptional students.

When Mrs. Trott suggested bringing this issue to the attention of the Ministry, Mr. Adams clarified that the Ministry of Education receives a copy of all SEAC minutes.

In light of comments regarding student services not being delivered appropriately as a result of the financial restraint, Mrs. Bishop suggested amending the motion with the addition of the phrase "Realizing the funding restrictions imposed upon the Board" to highlight this concern.

Mr. Stewart felt this may be inappropriate as handling its finances, e.g. budget cuts, is the Board's responsibility. He remarked that it is up to the Board to decide on "where its budget should go".

The motion was put to a vote and was **CARRIED**.

Mrs. Oommen, on behalf of the members, thanked Ms. Scarrow for her presentation.

It was agreed:

That the verbal Report regarding Educational Assistants - Role/Training/Assignments be received for information.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

CA4 ON HSL W26
M37
1992

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
1992 05 20

Present: F. Oommen (Chairman); Trustees Bishop, Patenaude and Stewart; Mesdames Dennis, Krueger, Trott and Riis-Culver; Mr. Adamson.

Not Present: Trustee Wilson; Mesdames Dalziel, Howard and Schram, Mr. Parks, and Drs. Marshall, Mason, Toby and Newberry.

Also Present:
A. Mutart (Hamilton Teachers' Federation)
L. Yanch (Home and School Association)
S. Ham, Speech & Language Pathologist
D. Vella, Psychoeducational Consultant

Officials Present:
E. Bond, Superintendent of Program
R. Adams, Co-ordinator of Special Education
L. Veerman, Budget Manager

GENERAL

There being no quorum to confirm the minutes, Ms. Oommen proceeded to the first presentation, noting regrets were received from Trustee Wilson, Miss Dalziel, Mr. Parks and Drs. Marshall and Toby.

Special Education Funding

Ms. Veerman, Budget Manager, circulated and reviewed information on Special Education Grants (attached). She advised that 30% ($84 million) of the total Board budget ($277 million) is received from the Ministry through General Legislative Grants. Fifty-eight percent is raised through the local tax share and 12% through other revenues. She reviewed the three applicable forms of grants, reviewing the 1991 and 1992 examples.

In response to questions from Mr. Stewart, Ms. Veerman advised that since the Ministry of Education included Special Education funding as part of the grant ceiling in the Per Pupil Grant, Special Education funding is no longer identified as a separate portion. The Ministry grant calculation is based on total enrolment, not just those enroled in Special Education programs and therefore does not specifically identify monies for special education or exceptionalities. Responding to other questions, she added that the other factor that affects grants relates to the Board's assessment base.

When asked by several members about the Board's inability to identify costs related to Special Education, Ms. Veerman acknowledged that the issue of program costing has been raised by trustees and will be addressed through a revised budget format, following the implementation of an Integrated Information System. Under the present funding system and the on-going integration of special needs children into the classroom, it is becoming more difficult to identify costs specific to exceptional children.

She advised Mrs. Bishop that the Special Education portion (including the former Trainable Retarded Grant) does not necessarily increase at the same rate as the grant ceiling. Relative to figures contained in the budget, she advised that costs for Special Education far outweigh income and provided supporting figures.

Mrs. Bishop asked for information about the percentage rate increases since 1985 relative to Special Education. This information was not available tonight.

When Mrs. Riis-Culver pointed out that more children are being identified and should be reflected in Ministry funding, Ms. Veerman agreed that when Ministry funding is not based on exceptionality or Special Education, it raises a question as to whether funding is adequate.

Replying to Mr. Mutart, Ms. Veerman clarified that each Board receives the same allocation for Special Education within their grant ceiling. There is no relationship between the Board's program expenditures (or lack of expenditures) and funding received from the Ministry. Special Education expenditures therefore become the expense of the local taxpayer.

Pertaining to Program Specific Grants, Ms. Veerman explained that these funds are provided for programs in Lieu of Provincial Services. In 1992, the Board had approximately 4.5 elementary staff teaching deaf or deaf/blind pupils. The drop in revenue reflects a reduction in the number of teachers compared to 1991. Presently there are no secondary students that meet the criteria necessary to qualify for this funding.

It was agreed that Ms. Veerman provide further financial information, comparing Special Education revenue to Lines 37 and 38 of the Budget, since 1985. Although not totally encompassing, it would provide some basis for comparison purposes. It was clarified that Ms. Veerman need not be present when this information is made available as part of the next Agenda package.

Mr. Stewart suggested sending a letter to the Ministry outlining increased Special Education costs and the negative impact their outmoded funding format has on those Boards providing services to these children. Ms. Dennis agreed with this direction, stating the Ministry's funding erodes Special Education programming.

Mrs. Oommen suggested that this topic could be discussed further when additional information is provided. She then thanked Ms. Veerman.

It was agreed:

That the Report of the Officials on Special Education Funding be received for information.

Confirmation of the Minutes:
A quorum now being present, Mrs. Oommen called for confirmation of the minutes.

The following amendments were made:

Page 3 - first line, change "the" to **"a"**
- third paragraph, change: He added that the parent can request a copy of information **through Psychological Services via the school Principal** relating to this testing upon request.
- sixth paragraph, change: "Learning disabilities" to **"special needs"**

Page 4 - third paragraph under Presentation, change: .... to make presentations to Standing Committees when **"the SEAC Chairman requests"**.

Citing a discussion on recorded votes, Mrs. Oommen suggested that members indicate at the time a vote is taken if they wish to be recorded as voting against a motion or abstaining.

Moved by Mrs. Trott:

That the minutes of the 1992 04 15 meeting, as amended, be received for information. **CARRIED.**

Speech and Language Update
Ms. Oommen welcomed Susan Ham, Speech & Language Pathologist and Doreen Vella, Psychoeducational Consultant. When Mrs. Oommen explained that Ms. Ham would provide the update as well as speak about her Association's concerns, Mrs. Bishop remarked that it was highly irregular for a Professional Association to make a presentation to this Committee. She emphasized that SEAC was interested in program delivery concerns and an

update on Speech and Language program, but not a "plug for the Association".

In response to questions, Ms. Ham stated the three service personnel (Psychoeducational Consultants, Social Workers and Speech-Language Pathologists) which form the Professional Student Services Personnel (PSSP) are attempting to increase their profile in the community and educational system. The three professional groups work under the Special Education Student Services umbrella and all of them work with children whose problems impact on their academic success. The three member groups, their qualifications and specific services were detailed, as well as being outlined within the attached brochure.

As she had previously been unaware of Speech and Language personnel, Ms. Dennis asked for clarification about the relationship between services provided by Home Care and S&L personnel.

Ms. Ham and Ms. Bond explained that the severity of a child's disability determines who will provide assistance, however, S&L pathologists also provide teacher and parent in-service as well as programming for the teacher to promote language stimulation techniques. Members of PSSP work as part of the DART team identifying exceptionalities and provide curriculum modification for the teacher.

While Ms. Ham acknowledged that both Home Care and PSSP work to meet the needs of children in different ways, she noted that responsibility for various disabilities has been divided among the Ministries of Education, Health and COMSOC. Ms. Bond added that the educational system cannot provide one-on-one assistance. Home Care would be more involved with severe disabilities which require a clinical therapy approach.

Responding to Mr. Stewart's observation about waiting lists, Ms. Ham advised that there is the equivalent of 10 full-time Speech and Language Pathologists. It is expected that 15-20% of students will have communication problems during their academic career. She added that while trying to meet the needs of a student through DARTS assessment, programming modification is essential.

Ms. Doreen Vella informed members that 14 Pyschoeducational Consultants are employed by the Board on permanent or full-time equivalent basis, with four providing specialized service in the following areas: Gifted (system), Secondary (system), Behaviour, and French Immersion. Also involved in the IPRC process, she advised they provide direction re placements, provide consultation services in and plan programs to meet needs of students. Group counselling, in-service programs to staff and parents re child management, learning problems.

Mrs. Riis-Culver recalled her son being screened at Earl Kitchener in Grade 1 and the problem was corrected. Ms. Ham advised that this was a special project conducted by a student working on her Master's degree, and noted that it was well done and had lasting effects.

Relative to Speech Assistants, Ms. Ham advised that Speech and Language Pathologists prepare programs for students and supervise the assistants working with the child in carrying out that program. Assistants have no programming responsibility and are trained by the Speech and Language Pathologists. Ms. Bond commented on the need for co-ordination of the Speech and Language Pathologists during recent Program Department downsizing and the appointment of a Section Leader to promote more effective and efficient use of existing staff. It will also provide the opportunity for this group of people to work with the interdisciplinary team and also the Program Department in curricular issues.

Mr. Stewart expressed surprise that as "front line troops" these employees had never made a presentation to this Committee.

In closing Ms. Ham remarked that her Association is particularly concerned about reductions in student services and job vulnerability without a contract.

Ms. Trott asked if the Board is handling more children with communication problems or identifying more. Ms. Bond replied that teachers are becoming more adept at identifying children with problems, but there has also been an increase in the number of families attracted by the many excellent services available in this area for exceptional children in addition to the influx of immigrants.

Ms. Ham noted the changes resulting from Bill 82 wherein students living in group homes are attending the neighbourhood school. Children are also being identified more appropriately as having a communication need, rather than as "slow learners".

Mrs. Oommen thanked Ms. Ham and Ms. Vella.

Following a break, both Trustee Bishop and Mrs. Riis-Culver stated they believed the presentation to have been inappropriate. Mrs. Bishop cautioned that SEAC must avoid being used for lobbying purposes which would damage its credibility as an advisory committee.

Referring to Mrs. Bishop's comments about the political nature of the presentation, Mr. Stewart suggested that it be put into a motion and that he would go on record as opposing it.

Mrs. Riis-Culver pointed out that this Committee should be dealing with expertise available to assist students needs, not contract settlements or concerns.

It was agreed:

That the Speech and Language Update be received for information.

Noting that time was short and the deadlines involved, it was agreed that the Accommodation information item be discussed at the next meeting to allow discussion on the Special Education Review and Consultation Paper this evening.

Special Education Report, Ministry of Education

Mrs. Bishop initially expressed reservations about approval of this document tonight, however, Mr. Adams explained that the submission consists of two parts:
a) Special Education Board Profile (compiled with Mrs. Oommen's assistance)
b) The Report of the Special Education Action Teams (previously amended and approved by this Committee)

It was noted that the Ministry has requested a Board Profile this year, with the involvement of Boards in an extensive review in the next three years.

Members had several questions relative to the Profile for clarification purposes only. There were no changes made.

When Mr. Stewart recalled a recent motion at Board to balance upper and lower City Area Teams, Ms. Bond replied that this direction was approved as part of the Special Education Report, but has not occured at present.

Moved by Mrs. Riis-Culver:

That the Ninth Annual Review, Special Education Report be approved for submission to the Ministry.

In speaking to the motion, Mrs. Trott noted that several Associations represented by Dr. Mason (Association for Bright Children), Mr. Adamson (Ontario Society of Autistic Citizens and herself (Learning Disabilities Association) strongly opposed Recommendation #1 within the Action Team Report and there was no indication of this in the Report. She had been unaware at the time the Committee approved the report that it would be forwarded to the Ministry. She was concerned that it intimated that every Association on SEAC approved this recommendation and asked that the package include an indication of their opposition, however, Ms. Bond noted that as the document has already received Board approval, it cannot be revised. Mrs. Oommen noted that their dissension would be recorded in the minutes.

The motion was put to a vote and was **CARRIED.**
The following members requested that they be recorded as opposed: Trustee Stewart and Mrs. Trott, with Mr. Adamson abstaining.

Moved by Mrs. Trott:

That this Committee continue to sit past 21:00 hours. **CARRIED.**
Mr. Adamson requested that he be recorded as opposed.

Consultation Paper on Integration
Mr. Adams presented the summary of previous discussions, with the following additions or clarifications as follows:

Page 7, #2 Rights, Pupils, Parents:
- change: the process for Appeal of Placements to read: **"knowledge and understanding of the process for the Appeal of Placements"**

Page 8, #4: Board responsibilities:
- include detail of responsibilities referred to in #3
- change last line to read: **"accountability for program delivery"**
- add: **"right of the Board and its employees to be treated with respect due them and their opinions"**
- add: **"Monitoring and performing quality assurance review of individual pupil plans to effect the most positive outcome"**

Page 8, #5: Resolving Disagreements:
- change second line to read: assistance from neutral parties **"with appropriate expertise"** in the community.

Page 10, #2 Inservice Program:
- add beside mentoring: **"job shadowing of exemplary teachers with exceptional students in a positive fashion"**
- add: **"Teachers need to learn to invite experts in the community into schools and view as valuable resources, not as threats"**

Page 11, #3:
- add: **"Principals need to learn to invite experts in the community into schools and view as valuable resources, not as threats"**

Page 11, #4:
- change parent support groups to read: **"Schools to encourage participation in, and dispense information about, parent support groups"**
- add new line: **"Team building, case management"**

Page 17, #1: Funding:
- change to read: flexibility of **"funding sources and legislation among various Ministries to allow crossover of services"**

Page 18: Additional Comments:
- change second line to read: there is a concern that total .....
- add to: A range of options needs to be continued as a service model **where applicable or appropriate**

Moved by Mrs. Bishop:

That the Consultation Paper on Integration, as amended, be approved.

Mrs. Trott then raised the issue of "integration as the norm".

While Mrs. Bishop pointed out that the long term goal of integration is community living, Mrs. Trott emphasized that all the needs of various exceptionality groups cannot be addressed in the same fashion. In some cases, she considered the most enabling environment may be self-contained classes and not integration. She referred particularly to earlier concerns raised by the respresentatives of the Gifted, Autistic and Learning Disabilities Associations. Mrs. Riis-Culver added it was her understanding that it was not mandatory for every child to be integrated.

The motion, as amended, was put to a vote and **CARRIED.**

At Mrs. Trott's request, the report will contain a paragraph outlining the three member Associations' belief that integration may not be the most enabling environment for all children.

It was clarified at the end of the meeting that the Committee's intent was to forward this document 'response' to the Ministry as this Committee's response and not that of the Board, therefore, the document would not require Board approval.

As this was her last meeting as a member of the Committee, Mrs. Riis-Culver thanked the committee for the opportunity to represent the Home and School Association.

Mrs. Oommen read a letter from Miss Cunningham, Chairman of the Board apologizing to Mrs. Oommen for a recent misunderstanding at a Development Committee meeting in which the Committee Chairman failed to call upon her to make a presentation regarding the Special Education Action Team Report.

The meeting then adjourned.

Read and confirmed,

.....
Chairman

cv

SPECIAL EDUCATION GRANTS

The General Legislative Grants consist of three distinct categories of funding:

1) **Basic Per Pupil Grant** - This category of funding ensures that every pupil in Ontario has equal access to a base level of education. It reflects a fixed dollar amount per pupil which is standard for all boards in Ontario. Grant ceilings are adjusted annually to take into account cost increases in salaries, school supplies & services, and school plant operations.
In the 1989 General Legislative Grants, the Ministry of Education introduced a number of modifications to the funding model. The "general special education grant" and the "trainable retarded grant" were incorporated into the grant ceilings.

Basic per Pupil Grant = Average Daily Enrolment x Grant Ceiling
Less
Local Share of Recognized Ordinary Expenditure

2) **Board - Specific Grants** - These grants enhance the equity of education funding by providing assistance to boards that, because of geographic, socio-economic or demographic conditions, require additional funding above the basic per pupil grant to provide their students with a base level of education.

3) **Program - Specific Grants** - This category supports initiatives identified by the government as priority programs, plus assists school boards to fund programs that respond to locally identified needs.

Special Education funding comes from both Category 1 and 3:

	Elementary		Secondary	
	1992	1991	1992	1991
Basic Per Pupil Grant				
Total Grant Ceiling (per pupil)	$ 3,954	$ 3,770	$ 4,886	$ 4,710
Special Education portion of grant ceiling (per pupil)	$ 283	$ 274	$ 210	$ 203
Average Daily Enrolment	23,609.68	23,259.74	11,983.89	11,696.27
Local Share of Recognized Ordinary Expenditure	53.2%	52.3%	69.8%	68.5%
Special Education Grant	$ 3,124,288	$ 3,040,002	$ 759,263	$ 747,918
Program Specific Grant				
Grant for Programs in Lieu of Provincial Services for Blind, Deaf, or Deaf - Blind Pupils	$ 204,850	$ 325,350		
Grant for Programs in Approved Care and Treatment Facilities	$ 576,364	$ 430,770	$ 643,779	$ 660,802
Grant for Transporting Special Education Pupils (details on the number of special education students transported was provided in the 1991 Transportation Report November 20, 1991)	$ 1,038,948	$ 1,229,774	$ 92,258	$ 73,793
Total Special Education Grants	**$ 4,944,450**	**$ 5,025,896**	**$ 1,495,300**	**$ 1,482,513**

CATEGORY 1 - BASIC PER PUPIL GRANT

1992 GRANT CEILINGS

	ELEMENTARY	SECONDARY
(A) 1991 GRANT CEILINGS		
1991 BASE CEILINGS	$3,447	$4,475
• LEARNING MATERIALS	$17	
• SPECIAL EDUCATION	$274	$203
• POOLING	$32	$32
1991 GRANT CEILINGS	$3,770	$4,710
(B) 1992 GRANT CEILINGS		
1992 BASE CEILINGS	$3,583	$4,628
• SPECIAL EDUCATION	$283	$210
• POOLING (Additional $16 for 1992)	$48	$48
• SUPPLEMENT	$40	
1992 GRANT CEILINGS	$3,954	$4,886
% CHANGE OVER 1991 GRANT CEILINGS	4.9%	3.7%

NOTE: The 1992 ceilings respect the direction given in 1991 to recognize an increase in instructional and other salaries of 5.0% for 1991-92. However, a 1% increase for September to December 1992 has been applied. These factors result in a basic increase of 3.4% in grant ceilings for 1992.

CA4 ON HBL W26
M37
1992

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
1992 06 17

Present: F. Oommen (Chairman); Trustees Bishop, Patenaude and Wilson; Mesdames Dalziel, Krueger, Schram, Trott and Yanch; Mr. Adamson; Drs. Marshall, Newberry and Toby.

Not Present: Trustee Stewart; Mesdames Howard and Dennis; Dr. Mason.

Also Present: Mr. A. Mutart (Hamilton Teachers' Federation)
Mr. J. Sims (Hamilton Secondary School Principals' Council)

URBAN MUNICIPAL
SEP 8 - 1992
GOV MENT DOCUMENTS

Officials Present: E. Bond (Superintendent of Program)
R. Adams (Co-ordinator, Special Education)

Mrs. Oommen called the meeting to order and noted regrets were received from Trustee Stewart and Dr. Mason. She introduced Ms. Arlene Kappheim, representative of the Association for Bright Children at tonight's meeting, and noted that the Association will be confirming their new representative to SEAC by September. Mrs. Oommen welcomed the presentors for the evening and then called for confirmation of the minutes.

Moved by Mr. Adamson:

That the minutes of the 1992 05 20 meeting be approved as presented. **CARRIED**

GENERAL

Chairman's Remarks

Chairman's Annual Report

Mrs. Oommen read her Annual Report which will be presented to the Board at its June meeting. (Mrs. Trott requested that copies of the Report be provided for the members.)

In response to Mrs. Trott's question, Mrs. Oommen affirmed the Annual Report indicates that three Associations were opposed to Recommendation #1 (Neighbourhood School Concept) of the Special Education Action Team Report.

Moved by Dr. Marshall:

That SEAC's Annual Report be approved for presentation at the June, 1992 Board meeting. **Carried**

SEAC Membership

Mrs. Oommen drew the members' attention to the letter from the Children's Aid Society in Hamilton expressing interest in appointing a representative to SEAC in light of Mrs. Bishop's invitation for their participation.

Responding to Miss Dalziel's query, Mrs. Oommen clarified this representative will be a resource person and a non-voting member.

Dr. Marshall expressed his concern with the Association's representation at SEAC, noting that in terms of special education, this group does not universally represent special needs students. He wanted to know the Association's key rationale for seeking representation on this Committee prior to its acceptance by the members. Dr. Marshall voiced his preference for organizations promoting literacy, e.g. Literacy Council, for representation on SEAC.

Miss Dalziel suggested the members should clarify SEAC procedures relating to membership in order to promote goodwill between the Board and any Association wishing representation on this Committee.

Mrs. Oommen felt there could be an important reason for Mrs. Bishop's keen interest in having the Association join SEAC. (Mrs. Bishop had not arrived at this point in the meeting.) After some discussion, the members agreed to defer a decision on the issue until September.

Consultation Paper on Integration

Mrs. Oommen advised that the SEAC submission on the Ministry of Education's Consultation Paper on Integration has been released. (It was agreed that copies of the document will be distributed to all trustees, officials and SEAC members.)

INFORMATION/DISCUSSION ITEMS:

Transitional Work Experience Program [see attached copy of the presentation materials]

Mr. Adams introduced Ms. Susan Holden, Job Coach - Transitional Work Experience Program.

Dr. Marshall saw the need for expansion of staffing for this program given the growing number of senior developmentally handicapped students in Hamilton schools. He noted that the Hamilton-Wentworth Roman Catholic Separate School Board currently employs 4 Job Coaches while the Hamilton Board has only one.

Ms. Holden affirmed the magnitude of her job responsibility with this program, noting the vast difference in the current nature of the job compared to the past.

Miss Dalziel commended Ms. Holden for her dedicated efforts in facilitating this program.

In response to a query, Ms. Holden clarified that Job Coaching may be considered for the Co-operative Education program. Miss Bond clarified that the T.W.E.P. program may be an appropriate alternative for students who are unable to work out their Co-op credits.

Moved by Dr. Marshall:

That the Report regarding Transitional Work Experience Program (T.W.E.P.) be received for information and the following recommendation approved:

(a) That the Program Department review this program with a view to the need for expansion. **CARRIED**

Mrs. Oommen thanked Ms. Holden for her presentation.

Augmentative and Alternative Communication Program [see attached copy of the presentation materials]

Mr. Adams introduced the presentors: Ms. Sue Troncho, Speech/Language Pathologist (TR) and Ms. Joan Tressel, Augmentative Communication Resource Teacher.

Ms. Troncho and Ms. Joan Tressel outlined the scope of their respective job responsibilities, noting their team work in facilitating the program. Samples of symbolic boards/kits utilized in the program were shown to the members.

Mrs. Bishop commended the presentors for their efforts in refining the program.

In response to Mrs. Bishop's request, Ms. Tressel detailed the responsibilities of the two Educational Assistants involved with the program.

After some discussion on the current state of the Augmentative and Alternative Communication program and noting the increase in services provided coupled with the recent changes in the home care program delivery, the members unanimously agreed that the program requires support in terms of resources to keep it going.

Moved by Miss Dalziel:

That Special Education Advisory Committee express its concerns and support for looking at the responsibilities of the Augmentative and Alternative Communication Program and that whatever resources required be identified and supported.

Miss Bond acknowledged the collective concerns of the members; however, she called for caution and realism in addressing the issue in light of the financial restraints the Board is experiencing at this time. She noted that this "economic climate" may prevail for the next two or three years.

Although recognizing the hard times ahead, Miss Dalziel said she would still prefer putting this recommendation on paper rather than seeing the whole issue "buried" along the way.

Dr. Marshall empathized with the current tax system and the Board going through many tough decisions; however, he maintained that it is the Board's responsibility to ensure that the special education needs of the students are adequately met.

Dr. Toby considered the motion to be not strong enough and wished "more teeth" could be put in it.

Mrs. Bishop perceived that what the program is providing currently in terms of student services is much less than in the past. In spite of the diminishing financial resources, she agreed that the Board should be supportive of this program. Mrs. Bishop expressed concern with the "stretched" efforts of the staff co-ordinating the program.

Miss Schram observed that the integration and community-based school concept could further complicate the issue.

Expressing her support for additional resources, Dr. Newberry remarked that this issue has created much furor among the parents as indicated by the numerous complaints she receives from the community.

Dr. Toby maintained that the motion should have a stronger emphasis on the need for Board support for the program. Miss Dalziel withdrew her motion.

Moved by Dr. Toby:

That the Report regarding the Augmentative and Alternative Communication Program be received for information and the following recommendation approved:

(a) That the Special Education Advisory Committee endorse this program and request the Board to review the need for additional staffing given the change in the home care program delivery. **CARRIED**

Mrs. Oommen thanked the presentors.

Care, Treatment and Correction Programs [see attached copy of the presentation material]
Mr. Adams introduced Mr. Brian Seamans, Community Liaison - Section 27.

Mrs. Bishop noted the poor condition of accommodation at the Hamilton-Wentworth Detention Centre. Affirming this disadvantaged situation, Mr. Seamans stated that a key factor here is the lack of financial support.

In reply to Dr. Marshall's request, Mr. Seamans explained Section 27. He noted that the Board goes through the process of approving a program and then makes application to the Ministry of Education for 100% funding. Mr. Seamans emphasized that, for the program to be successful, the philosophies of the Board and the agencies involved with the program should blend.

Miss Bond, in response to Dr. Newberry's question, clarified that a student registered in the regular school program is not qualified for the Care, Treatment and Correctional program and vice versa. This relates to the issue of "double funding" which is a key Ministry criteria in approving applications from school boards for this program.

Dr. Newberry felt this should be clearly communicated to the parents of students in the program.

When Mrs. Trott inquired about the number of students identified as learning disabled in detention centres, Mr. Seamans assumed that the number could be high. He said it may be difficult to provide specific information in light of the Freedom of Information Act. Mr. Seamans advised that teachers in the correctional program have been very cautious in dealing with confidential information relating to the students.

Mrs. Trott pointed out the importance of identifying the students in order to address their needs.

Miss Bond said this concern is being addressed as the educational programs for these students are individualized. Mr. Adams added that the teachers in this program come from the Hamilton Board.

Dr. Marshall acknowledged Mrs. Trott's concerns and said many questions may be raised throughout the system regarding the learning styles and the potential treatment for these students; however, he said legislation may pose some restrictions. Dr. Marshall expressed hope that correctional institutions will begin identifying these students in order to help them address their needs. He stressed that it is the responsibility of correctional institutions to ensure that the educational requirements of these students continue when they leave the traditional school setting.

Moved by Mrs. Bishop:

That the Report regarding Care, Treatment and Correctional Services Programs be received for information. **CARRIED**

Mrs. Oommen thanked Mr. Seamans for his presentation.

Moved by Mrs. Bishop:

That the Special Education Advisory Committee continue to meet past 21:00 hours. **Carried**

ORGANIZATION UPDATE: [There was agreement to deal with this agenda item after all the presentations.]

Board Update

Mrs. Bishop provided a brief update on the Board's Accommodation Report relative to Special Education, noting the many issues identified relating to accommodation, particularly program needs.

Mrs. Bishop advised that a modified Adult Basic Education program at Briarwood Adult Centre is under review and a report is forthcoming from the officials.

Referring to the implementation of the Neighbourhood School concept as outlined in the Special Education Action Team Report, Mrs. Bishop stressed that proper consultation with the parents should be ensured not only in terms of geographical concerns but, more importantly, with regard to the children's needs. She added that this may be required on an "individual needs" basis. Mrs. Bishop reported she had requested statistics on the number of students in self-contained classes, stating this information will be incorporated in the monthly Staffing Report presented to the Personnel and Organization Committee.

Mrs. Bishop referred to the Ministry of Education's Consultation Paper on Child Reform relating to special needs students which is due for release by the end of June. She felt this is timely considering that the needs of these children are still fragmented at this time, i.e. they need support and a more integrated program for student services, home care, etc.

Learning Disabilities Association, Hamilton-Wentworth Chapter

Referring to the response of the Ontario Secondary School Teachers' Federation (OSSTF) to the Ministry on the issue of Grade 9 destreaming and delabelling of special needs students, Mrs. Trott noted the Response document reflected the endorsement of labelling by OSSTF.

Mrs. Trott advised that her Association has been urging interest groups/persons to contact and encourage their MPPs to vote against Bill 37 (pertaining to "hard to serve" students).

Responding to Mrs. Trott, Mr. Adams explained the Board's process regarding the transfer of identified students into their area schools. He referred to the careful review undertaken by the schools and the area consultants, emphasizing that the transfer is dependent on extenuating circumstances, e.g. transfer of students from primary to middle school, etc. Mr. Adams said there is room for other options and adjustments if a transfer poses some problems.

In explaining the process of the Special Education Resource Team (SERT) program, Mr. Adams clarified this is a Board program and not mandated by the Ministry. He noted that SERT is considered a self-contained program.

Responding to a further question from Mrs. Trott, Mr. Adams clarified that the Special Education Annual Review is vetted throughout the school system before the final document is completed.

Chedoke-McMaster Hospitals
Dr. Newberry reported that McMaster University will observe its Annual Disabilities Week during the week of September 26. She said the event is aimed at promoting the faculty's awareness of the various disabilities. Dr. Newberry said she will ensure that SEAC members receive an invitation.

Ontario Psychological Association
Dr. Toby reported that the new legislation pertaining to the field of Psychology has been passed and Royal Assent is anticipated by February, 1993. He said the legislation has re-defined Psychology and the changes posed some interesting issues and concerns among persons involved in this field. Dr. Toby agreed to provide further information.

Hamilton Association for Community Living
Dr. Marshall distributed copies of his Association's Response to the Ministry's Consultation Paper on Integration (see attached).

Hamilton-Wentworth Home Care Program
Ms. Krueger advised of her retirement at the end of June and said her Association will be writing the Board to inform of her replacement on SEAC.

Hamilton & District Society for Disabled Children
Miss Dalziel had no report.

Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter
Mr. Adamson referred to a parent's complaint concerning a teacher for autistic students. Dr. Marshall suggested it would be proper for Mr. Adamson to discuss this sensitive issue with the appropriate school/Board officials. Mr. Adams agreed to assist Mr. Adamson in this regard.

Hamilton Teachers' Federation
Mr. Mutart had no report.

Hamilton Secondary School Principals' Council
Mr. Sims had no report.

Hamilton-Wentworth Communication Collective
Miss Schram had no report.

Hamilton Council for Home and School
Mrs. Yanch had no report.

Association for Bright Children
Ms. Kappheim said her Association has provided feedback to the Ministry's Consultation Paper on Integration.

In response to Ms. Kappheim's inquiry, Mr. Adams clarified that the gifted students are not affected with the planned relocation of children to their area schools.

Accommodation Report [see attached copy of the presentation material, "Program Considerations"]
Mr. Adams presented the Report.

To address the concerns raised by Dr. Marshall regarding accommodation for the senior developmentally handicapped students, Mr. Adams detailed the proposed relocation plan for these students, noting that senior classes from Prince Philip and Huntington Park Elementary Schools were to have been transferred to Ainslie Wood Secondary School. He then referred to the decision reached at the 1992 06 03 Special Operations Management Committee meeting to suspend action on the proposed transfer.

When questions were raised regarding the process undertaken with this direction, Mr. Adams recalled the closure of Vincent Massey Elementary School and advised that the proposed transfer to Ainslie Wood could be construed as the "next step" in addressing accommodation for these students. He added that Westdale Secondary School was also considered but Ainslie Wood was deemed to be the best choice.

Miss Bond said many issues have yet to be sorted and addressed relating to accommodation, e.g. the concerns raised at Huntington Park, program issues, etc. She said the Accommodation Committee will be looking into all these, emphasizing that both the short-term and long-term planning on accommodation should be considered.

Mr. Adams remarked that the Identification, Placement and Review Committee (IPRC) Program is working; he commended the efforts of the consultants involved with this program.

It was agreed:

That the Accommodation Report - Special Education be received for information.

IPRC Statistics
Mr. Adams reviewed the report.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

Atts.

TRANSITIONAL WORK EXPERIENCE PROGRAM

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

INTRODUCTION

Transitional Work Experience Program was developed to help facilitate the transition from school to the work place for special needs students.

This program is unique, in that the school board works together with community partners like yourself. It is an experiential way of learning that provides students with realistic "hands on" experience to enhance their employability skills.

EMPLOYER BENEFITS

T.W.E.P. will provide you with:

* Highly motivated workers.
* Reliable employers.
* On site supervision.

On site Job Coaching is provided with follow up service and support. Participating as an employer provides you with the opportunity to exert a positive influence on the student's quality of life, subsequently reflecting on the future work force and welfare of our community.

SELECTION OF STUDENTS

Students who are over sixteen years of age may become involved in the work experience program. The Job Coach and the teacher select students on the basis of their strengths and needs.

This team works to maximize the progress of each participant in each placement in collaboration with the students parents, the work place supervisor and service providers.

PLACEMENT & EVALUATION

The student will be trained, by the Job Coach, in the routines required by the employer. As the student demonstrates skill in performing the assigned task, the employer or designate is asked to assume increased supervision of the student. The Job Coach will gradually fade out direct assistance but will continue to meet regularly with the supervisor and the student to monitor the student's progress.

The employer is asked to assist in the completion of a mid term and final evaluation with the Job Coach.

We request the employer does not pay work experience participants.

INSURANCE COVERAGE

The program is designed to augment the education the students receive in the classroom. Therefore, the work schedule follows school hours and insurance coverage is provided by the Ministry of Education.

I ask you to assess your business for daily or weekly tasks that may be time consuming for your regular employees and that could be a valuable work experience for our students, in developing work and social skills.

T.W.E.P. is a stepping stone for Equal Opportunities. Everyone benefits as an increasing number of young people overcome their disabilities and become active members of our community.

FOR FURTHER INFORMATION

Susan Holden
Transitional Work Experience Program
527-5092 ext. 343

The Hamilton Board of Education
for the City of Hamilton
100 Main St., West
Hamilton, Ontario

June 17th, 1992

Chairman and Members
Special Education Advisory Committee

Ladies & Gentlemen:

Re: Transitional Work Experience Program (T.W.E.P.)

BACKGROUND INFORMATION

The Transitional Work Experience Program is a "school to work" transition program which assists high school aged developmentally delayed and physically challenged students.
Public School curricula for moderately and severely handicapped adolescents and young adults is changing. Recent trends have been away from specific curricular goals on the basis of developmental age, toward instruction of chronologically age-appropriate skills students need to meet the demands of their community environments. Deficits in student performance during the school years and beyond suggest that this skill instruction must be conducted in real world settings, inthe presence of non handicapped people, and using naturally occuring materials and situations.

Moderately and severely handicapped individuals have difficulty generalizing skills from an artificially structured environment to the numerous natural environments with in the community. The Transitional Work experience Program is a major strategy for bridging these environments.

PROGRAM STATISTICS

	# of Students	(approx.) # of Employers
1988 - 1989	5	12
1989 - 1990	17 (5 graduates)	25
1990 - 1991	14 (3 graduates)	35
1991 - 1992	16 (3 graduates)	45

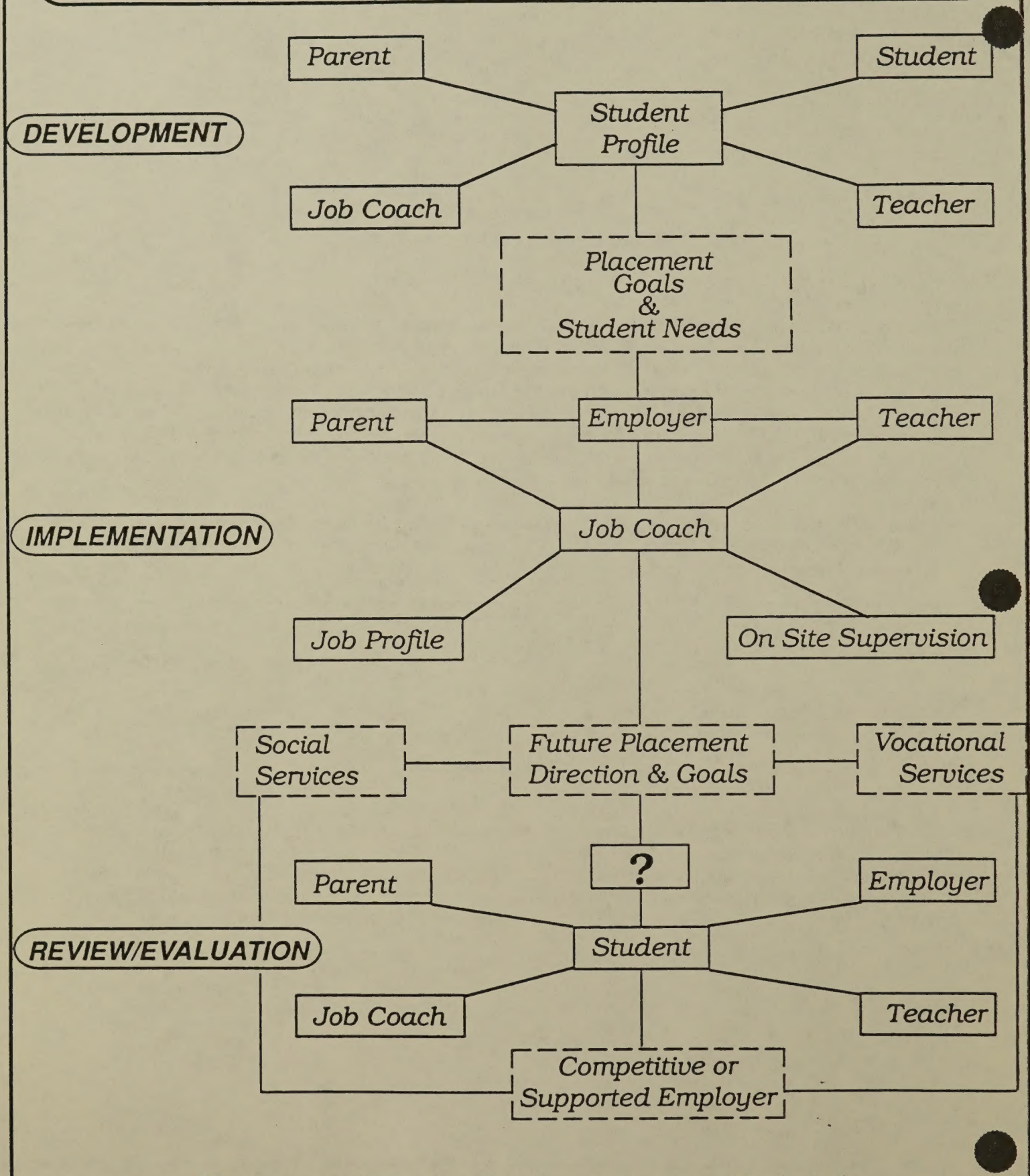
RATIONALE

The Projected numbers below indicate students presently being considered for placements in the 1992-93 school year. This does not include new students who may enter the Program and may be appropriate for work experience. Where cooperative education programs in our secondary vocational schools have proven to be inappropriate for certain students, the Transitional Work Experience Program has been utilized to meet their needs. Additional vocational school students have been included in the 1992-93 projections.

CURRENT & PROJECTED SERVICE

Schools	Current	Projected
Hill Park	5	4
Westdale	3	5
S.W.C.	3	5
Sherwood	2	2
Parkview	3	10 (with school staff assistance)
	16	28

TRANSITIONAL WORK EXPERIENCE PROGRAM



- Ongoing communication throughout the entire process is maintained with the designated Board Liaison.

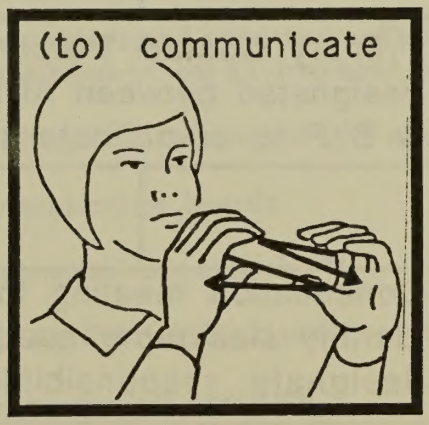
SEAC Presentation June 1992

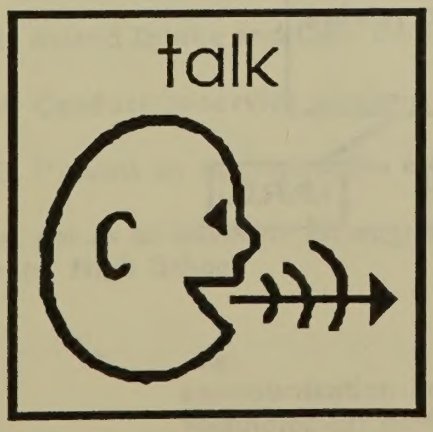
J. Tressel ACRT

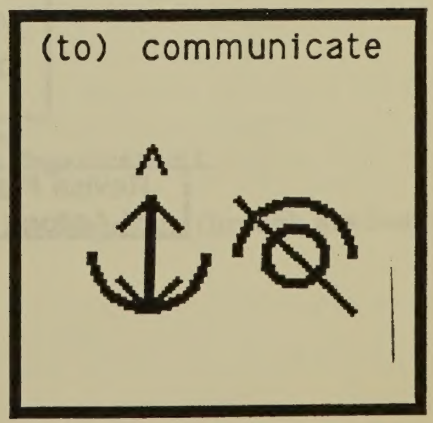
S. Troncho SLP

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

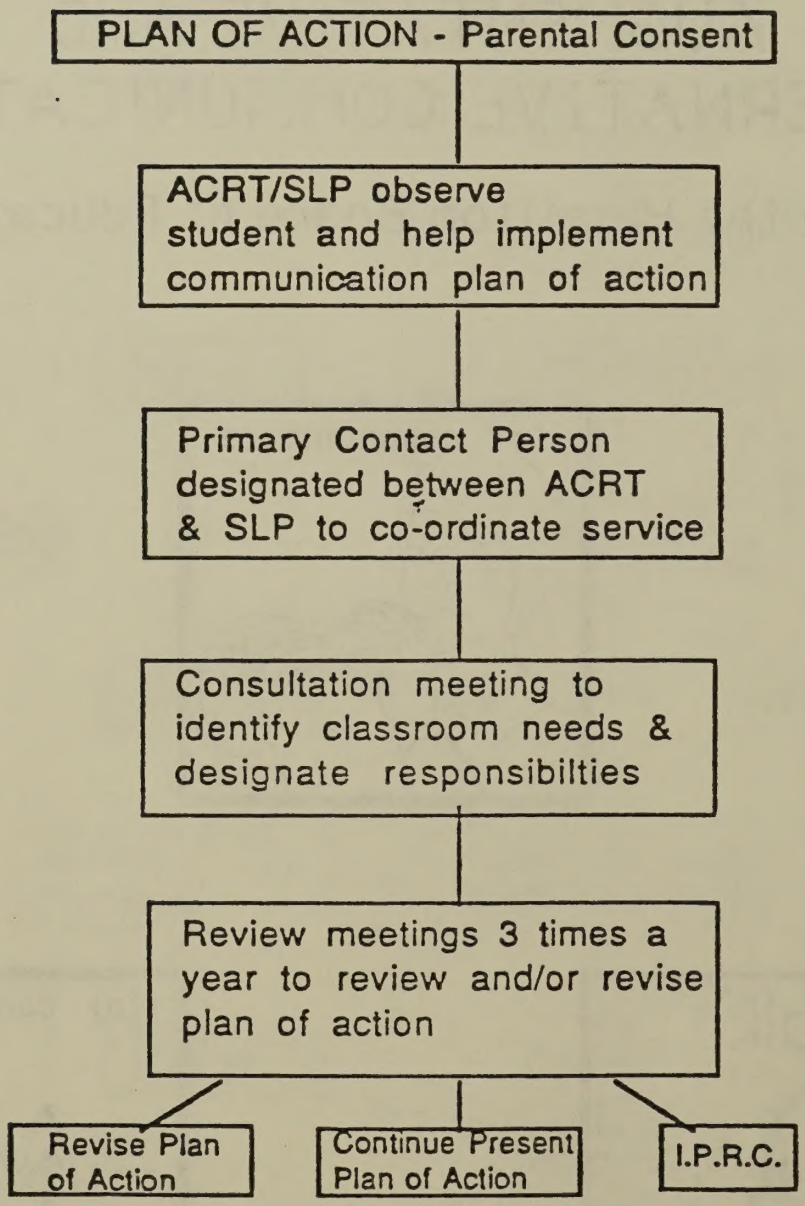
in the Hamilton Board of Education







COLLABORATIVE COMMUNICATION CONSULTATION
ACRT / SLP - TR


PLAN OF ACTION - Parental Consent
ACRT/SLP observe student and help implement communication plan of action
Primary Contact Person designated between ACRT & SLP to co-ordinate service
Consultation meeting to identify classroom needs & designate responsibilties
Review meetings 3 times a year to review and/or revise plan of action
Revise Plan of Action
Continue Present Plan of Action
I.P.R.C.

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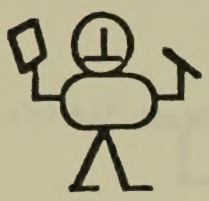
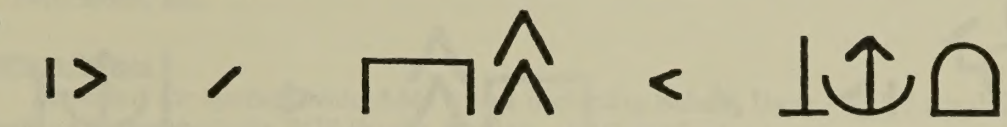


from the desk of teacher



Joan Tressel

AUGMENTATIVE COMMUNICATION RESOURCE TEACHER

Speech & Language Office
Mountview School
Tel : 388-1104

SERVICES PROVIDED BY AUGMENTATIVE COMMUNICATION TEACHER

1. Work collaboratively with Speech and Language Pathologists (school board and community) to provide alternate modes of communication for those students who have been diagnosed as having severe expressive and receptive communication disorders (ie. unintelligible speech, reduced verbal output, poor vocabulary skills etc.)

2. Provide individual, small group and whole class instruction in the use of augmentative communication.

3. Provide support to classroom teachers and parents re. effective use of augmentatives including home visits to parents /setting the home-school environment to facilitate communication.

4. Provide sign language and Blissymbol training to staff and parents.

5. Construct and maintain communication boards.

6. Operate a loan library of augmentative materials. **

7. Attend school team meetings and Special Education Department meetings.

8. Supervise augmentative communication assistant.

9. Translate classroom material into Blissymbolics and Signed English.

10. Create and construct theme booklets and worksheets.

11. Attend Intake and Case Conferences with outside agencies.

12. Conduct in-service sessions.

13. Present on augmentative communication to community organizations.

14. Act as an advocate for augmentative users from Junior Kindergarten through graduation from High School.

** e.g.
communication boards
technological devices
Signed English and Blissymbol storybooks
dictionaries and textbooks
videotapes on systems and classrooms
augmentative toys and games
Theme/skill booklets and worksheets
picture communication sets
lesson plans

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

from the desk of teacher

Joan Tressel

AUGMENTATIVE COMMUNICATION RESOURCE TEACHER

Speech & Language Office
Caledon School Rm. 117
Tel : 388-1104

ACRT/ACEA Summary of Services 1991-1992

* programming involved collaboration with Sue Troncho , Speech and Language Pathologist - TR programs and Area Speech and Language Pathologists (SLP).

Sept. - Dec.

Focus:

. Needs Assessment / goal setting
. Teacher/School inservice re: Augmentative Communication (AAC)
. J.Kgn. - S.Kgn. mainstreamed AAC users
. Team development & proposal for a System-wide Augmentative and Alternative Communication Team (SAACT)
. Co-ordination of shared responsibility for incoming J.Kgn. / S.Kgn. augmentative students withChedoke Augmentative Communication Support Services (ACSS) - G. Tweedie SLP.

(i) Inservice

(a) Churchill Secondary School - peer-tutors including language facilitation techniques / strategies used to promote communication / overview of AAC including symbols and Signed English / bassic Signed English class (approximately 4 days total)

(b) Kindergarten Association - 2 sessions including overview of Augmentative communication/ Using Signs and picture symbols as effective communication tools for the AAC user in the J.Kgn. - S.Kgn. program

(c) Sherwood Secondary School - peer tutors Family Studies - 10 week signing class / augmentative training.

(d) Sign Language classes (4-6 weeks) during lunch hours - Centennial / Prince of Wales.

(ii) Construction of AAC materials

. including on-going updating of individual face to face communication displays (Blissymbolics and PCS)
. design and construction of 'trade-in' sets and 'transition' cues for Lisgar / Seneca / Churchill / Sherwood Secondary / Prince of Wales and Centennial
. construction of sets of Activity picture symbol displays (PC S) for J.Kgn. / S.Kgn. / Special. Ed. classrooms *15 schools supplied with displays for sand, water, house centre, activity centre, blocks. Total approximately 75 displays.

(iii) Construction of Environmental labels (picture symbol and sign)for J.Kgn. and S.Kgn. classrooms (approximately 15 sets)
. School environment labels(Bliss, PCS & Sign) for Lisgar, Linden, Churchill, Seneca, Sherwood, etc.

(iv) AAC theme packages
. provided for system wide AAC users including School Days / Fall / Apples / Christmas (* packages include PCS theme display, AAC work sheets, sign songs, and Sign / picture symbol vocabulary lists etc.)

Jan - March

Focus : .Blissymbol Students
. Inservice (AAC)
. Theme material development, including on-going updating of individual symbol displays etc.
. Technology Access Clinic (TAC) liaison - re Home Care Students

Blissymbol students
. design / construction of 11 Bliss displays for students in Linden Park, Churchill, Sherwood Secondary and Macintosh Childrens Residence. (individual displays have approximately 900 symbols/ 8 indexed pages)

. Blissymbolic book translation Show and Tell by Robert Munch including Bliss Activity/worksheet booklet (10 pages).

. construction of Bliss Activity materials to be used in Cooking / Cleaning / Shopping / activities for Churchill students.

(i)AAC Material Development
. theme packages provided for system wide AAC users including Valentines, Winter, Snowman and Friends. (* packages include PCS theme displays, AAC worksheets, sign song sheets etc.)

(ii) Inservice
. 10 week Sign course - Sherwood Art class (Peer tutors)
. Mini sign classes (4-6 weeks) King George, Buchanan Park, Gordon Price, Seneca.
. Parent inservicing at Seneca school/ Techniques to promote / facilitate communication - AAC as an effective communication tool.

(iii) Liaison with TAC
. for students at Holbrook, Sherwood, Linden Park , Macintosh Childrens Residence, Prince of Wales including needs assessment/ communication overview
. shared construction of AAC overlays re. Touch Talker, Macaw, Introtalker etc.
Liaison with Augmentative Communication Support Services (ACSS) - Chedoke re. shared AAC users

April - June

Focus: . continued ACRT support / assisting school teams with future direction / needs of AAC users (DARTS / annual reviews etc.)
. year- end summary/ progress reports
. general needs assessments and subsequent planning / organization for Sept. 1992.
.on going updating of individual symbol displays / material development
. AAC advocacy / inservice.

(i) AAC Material Development

. construction and computer programming of classroom 3 digit code Blissymbol computer display for Sherwood Secondary (approximately 900 symbols - 8 pages)
. theme packages provided to system wide AAC users
including Here comes spring / Easter / Bugs / Here comes summer(*packages include PCS theme display AAC worksheets, sign song sheets sign and picture symbol vocabulary etc.

(ii) Dissemination of Information

. video presentation researched and written collaboratively with TAC - Is 20 Too Old to Learn to Read and Write - re. student in R. Brawn's class at Sherwood Secondary -to be presented at ISSAAC Conference in Philadelphia, Pa. August 1992.
. Article written for Apple - to heighten awareness of the mainstreamed AAC user

Highlights of 1991 /1992

1. **SAACT proposal - team development and organization**

2. **mass production of AAC materials / expansion of computer technology.**

3. **a real "sense of team" and shared responsibility for our students**

4. **system wide - heightened awareness of AAC**

Future Directions (Sept. 1992)

. continued team development and approval of System Augmentative and Alternative Communication Team (SAACT)

. heightened system awareness of SAACT

. continued collaboration / co-ordination with outside agencies (TAC, ACSS)

. continued inservice/teacher training re. use of Augmentatives as an effective communication tool

Total Active Caseload - 88

#of Schools serviced - 20

# of classes serviced - 30

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SUE TRONCHO, M.Ed., CCC - SLP
SPEECH-LANGUAGE PATHOLOGIST

Speech & Language Office
Caledon School
Tel: 388 - 1104

SLP-TR/SLA-TR SUMMARY OF SERVICES
1991-1992

* programming involved collaboration with Joan Tressel, Augmentative Communication Resource Teacher

Sept. - Dec.

Focus:
- Needs assessment/goal setting
- Inservice/presentations
- Classroom cycle programs
- AAC team development and proposal (SAACT)

Highlights:

(i) Needs assessment/goal setting - a focus on refinement of needs assessment/goal setting process concentrating on developing more specific goals and objectives as identified by classroom staff. Also brain storm ideas on ways to expedite this process (i.e. general needs assessment for upcoming school year conducted at year end)

(ii) Inservice/presentations

Easter Seal Communication Institute Fall Seminar - provided 2 one-day workshops (one in Sept. and one in Nov.) on communication assessment and programming for developmentally challenged population

CEC Convention (Oct. 1991) - provided presentation on communication programming for developmentally challenged population

(iii) Classroom cycle program - developed focus for classroom communication cycle programs presently incorporated into 9 classrooms. Extended length of communication cycles from 2 weeks to one month. Compiled and provided materials and suggestions for use pertinent to each communication cycle to each classroom. Provided demonstration of use of materials.

Jan - Mar.

Focus:
- On-site demonstrations of communication programming recommendations/strategies with follow-up procedure sheets
- On-going material development and distribution
- Inservice/presentations
- Consultation with Joan Tressel, ACRT regarding individual AAC students in JK upon request
- Collaboration with Chedoke Augmentative Communication Support Service (ACSS)
- Continued communication service support/assisting school teams with future direction/needs of developmentally challenged students (i.e. DART, annual reviews)

Highlights:

(i) On-site demonstrations - focus on expanding and refining opportunities for demonstration of programming recommedations/strategies for individual students. Designed procedure sheets collaboratively with classroom staff as a result of demonstration. Implemented use of procedure sheets as a follow-up for staff after demonstration. Monitored programming procedures and revised procedures as indicated.

(ii) Inservice/presentation

Stratford General Hospital - provided half - day workshop on assessing communication skills of the developmentally challenged population

Seneca School - parent inservice on techniques to promote/facilitate communication

(iii) Consultation with Joan Tressel ACRT re: individual students - provided on-site visits/observations with Joan Tressel for harder-to-serve students using augmentative communication. Each visit was followed up by a review of observation and specific program recommendations/suggestions

(iv) Collaboration with Chedoke ACSS re: transistion plan - assisted in the discussion and development of a transitional plan for in-coming JK augmentative users

April - June

Focus:
- Continued communication services support/assisting school teams with future direction/needs of developmentally challenged students (e.g. DART, annual review, IPRC's)
- Summary reports
- General needs assessment and subsequent planning/organization for Sept. 1992
- Inservice/presentations
- Material inventory and purchasing

Highlights of 1991 - 1992

- Refinement of existing service delivery
- Proposal - team development and organization
- A "real sense of team" and shared responsibilities of our students

Future Directions (1992)

- Approval of SAACT
- Heighten system awareness of SAACT
- Continued collaboration/coordination with community agencies
- Refinement of classroom cycle program
- Implementation of ecological inventories
- Continued inservice/staff training re: communication programming

Total Active Caseload: 173

Number of Demissions (June 1992): 11

Number of Schools Serviced: 12

Number of Classrooms Serviced: 25

COMMUNICATION SERVICE DELIVERY OPTIONS FOR DEVELOPMENTALLY CHALLENGED POPULATION

The following list illustrates a menu of the types of communication service delivery options that may be provided, requested and/or utilized for students who are developmentally challenged.

STUDENT SUPPORT

- IPRC participation
- DART participation
- Annual review participation
- Assessment
- Goal development
- Programming options
- Strategy formulation
- Monitor/maintenance of programming, recommendations, suggestions, etc.
- Documentation
- Material development and distribution
- Demonstration
- Supervision of speech/language assistant
- Resource information

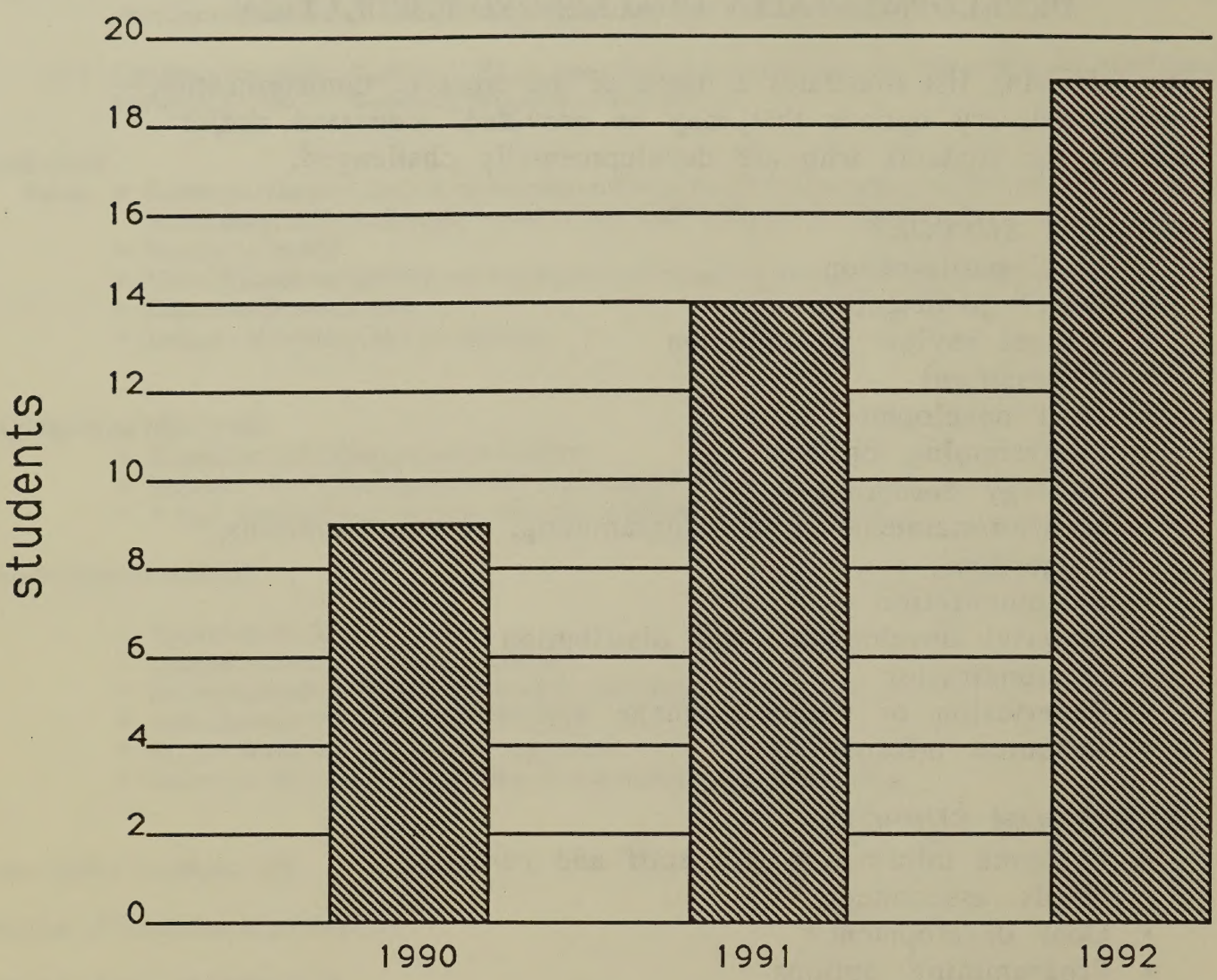
CLASSROOM SUPPORT

- Resource information (for staff and parents)
- Needs assessment
- Goal development
- Programming options
- Strategy formulation
- Material development and distribution
- Documentation
- Demonstration/teacher training/modelling, etc.
- Monitor/maintenance of programming, recommendations, suggestions, etc.

SCHOOL SUPPORT

- Presentations/inservices to school-based resource personnel, teachers, parents, etc.
- Resource information
- General consultation regarding communication development, breakdowns, programming, strategies, etc.

NEW REFERRALS FOR AAC SERVICES



Note: Bar graph represents new referrals received each year in addition to existing caseload numbers.

* Given the Board's integration philosophy, it is expected that this trend will continue to increase.

Total AAC Caseload (1992) = 88

Total Demissions (1992) = 3

CARE, TREATMENT and CORRECTIONAL PROGRAMS

Care Programs

Robert Mac Home
(Developmentally Challenged)

Rygiel Home
(Developmentally Challenged)

Treatment Programs

Cornerstone
(Psychiatric)

Grace Haven
(Unwed Mothers)

Lynwood Hall
(Childrens Mental Health Centre)

McMaster Medical Centre
(Psychiatric/Medical)

St. Josephs Hospital
(Psychiatric/Medical)

Woodview Childrens Ctr, c/o Westdale S.S.
(Childrens Mental Health Centre)

Woodview Day Treatment, c/o Delta S.S.
(Childrens Mental Health Centre)

Correctional Programs

Arrell Youth Centre
(Secure Custody - Young Offender: Phase 1)

Calvert House **
(Open Custody - Young Offender: Phase 2)

Dawn Patrol Group Home
(Open Custody - Young Offender: Phase 1)

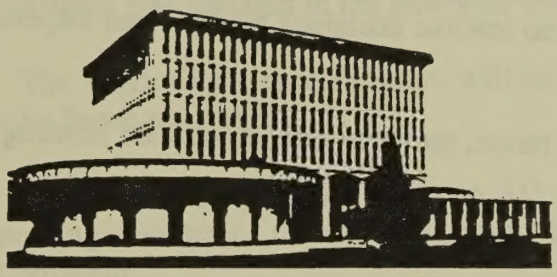
Family Services Youth Centre
(Secure Custody - Young Offender: Phase 1)

Hamilton-Wentworth Detention Centre
(Secure Custody - Young Offender: Phase 2)

Patterson House
(Open Custody - Young Offender: Phase 2)

Other

Liaison Consultant



The Board Of Education For The City Of Hamilton

Program Considerations

Accommodation needs, as they relate to Special Education can be basically divided into three main areas: Area special education programs, system special education programs and programs in Care Treatment and Correctional facilities (Section 31). Even although these would appear to be three separate responsibilities relative to accommodation, they are, in fact, interrelated as they all impact on an Area and so involve decisions by the Area Superintendents of Schools.

In order to address the accommodation issues, the three aforementioned headings will be utilized.

Area Special Education Programs

The current trend of providing a range of special education placement options per Area, coupled with a determined effort to place exceptional students requiring self-contained classes in their own area, has led to Superintendents of Schools being responsible for locating classrooms/programs in their own Area to meet their own identified needs. Thus Areas, through the D.A.R.T. and the I.P.R.C. process in conjunction with the available human resources, will dictate the special classes, resource rooms etc. needed in their respective Area.

This could lead to a decline or an increase in the number of self-contained classes required in a particular school/Area on an annual basis. As Areas become more and more involved in providing the necessary special education classes/programs to meet the needs of their Area, accommodation will also be required for appropriate and adequate space for in-school teams (DARTS) student assessments by resource personnel and student counselling.

In addition, it is vital that age appropriate environment and school accessibility be a priority in placing a special education class in a particular school.

The decisions regarding the number and the type of self-contained classes in an Area, are determined when the year-end I.P.R.C. information is compiled and the needs are discussed with the Area Special Education Consultants and the Co-ordinator of Special Education.

System Special Education Programs

System special education classes, e.g. autistic, orthopaedic, multiple, hearing impaired and trainable retarded, (so named because they service the system, or all Areas,) are located in certain schools across Hamilton. While they service all four Areas, the Area in which they are located becomes the responsibility of that Superintendent of Schools, relative to the directions and plans in which he or she may be moving. The System program decisions and Area accomodation responses present unique challenges for communications with community agencies involved in these system classes/programs. It is suggested that a communication process be established with those involved related to system classes/programs.

The following changes, related to accommodation, will be implemented for September 1992.

- Two classes for severely developmentally challenged students (TR) will be opened at Ainslie Wood School. The students are currently located at Prince Philip, Huntington Park and Sir Winston Churchill.

- The intermediate class (TR) at Linden Park will be established at Sherwood Secondary. This transition was initiated in the new year and will be complete by June 1992.

- The Work Experience Program will be moved from Vincent Massey School to Westdale beginning September 1992.

- The Woodview program (Section 31) will remain at Delta for the school year 1992-93 with ongoing discussions to review accommodation concerns at Delta to ensure the continuation of this program.

It may be necessary to establish intermediate multiple classes at the middle and secondary school levels to accommodate these students with unique needs. Such a change will unlikely require additional classroom space but a change in the program emphasis.

It should also be noted that Bill 114 - *An Act to Amend the Education Act and Certain Other Acts with Respect to Special Education* has not yet been passed by the Ontario Legislature. If and when it is passed, it may have an impact on accommodation. The removal of all references to "trainable retarded pupils" from the Education Act, would enable these students to receive the same consideration and provisions as do other exceptional students.

Finally, implementation plans of the approved Report of the Special Education Action Teams could also have an impact on accommodation through redeployment of existing space.

Programs in Care, Treatment and Correctional Facilities
(Section 31)

It has been the philosophy of the Ministry of Education to provide an educational component while students are enrolled in a Care, Treatment or Correctional Facility. Under Section 31 of the General Legislative Grants, local Boards of Education may work in partnership with three Provincial Ministries (Community and Social Services, Corrections and Health) to provide school programs in non-traditional educational settings.

To meet the social, emotional, physical, behavioural and/or medical needs of students, the Hamilton Board has fifteen Section 31 agreements with local agencies to provide educational programs to over 175 students whose home school may or may not be with the Hamilton Board of Education. Traditionally, these agreements allowed a local Board of Education to provide an educational program in a community agency's residential setting. Therefore, all students enrolled in the Section 31 program were residents of the facility.

However, over the past few years and with a new philosophy, especially by the Ministry of Community and Social Services (COMSOC), more and more students are being enrolled in a Section 31 program who do not reside in the facility's residence but rather live at home and

attend the program on a day treatment basis. Also, there is a strong suggestion from the Ministries to provide as much normalization as possible in their programs. Normalization would include providing educational programs in a style similar to that of a community school, and where feasible and possible, provide the educational program in a community school setting.

At the present time, the Hamilton Board has only two Section 31 educational programs in a community school (Woodview - Delta Secondary and Woodview - Westdale Secondary). The Hamilton Board has recently received a proposal to initiate a new Section 31 educational program in an Open Custody - Phase II Young Offender Program for September, 1992. It was the recommendation of the referring agency to house the educational program in a community secondary school. However, due to accommodation difficulties at the secondary level, the recommendation will likely be denied and the Section 31 educational program will remain in the residential setting.

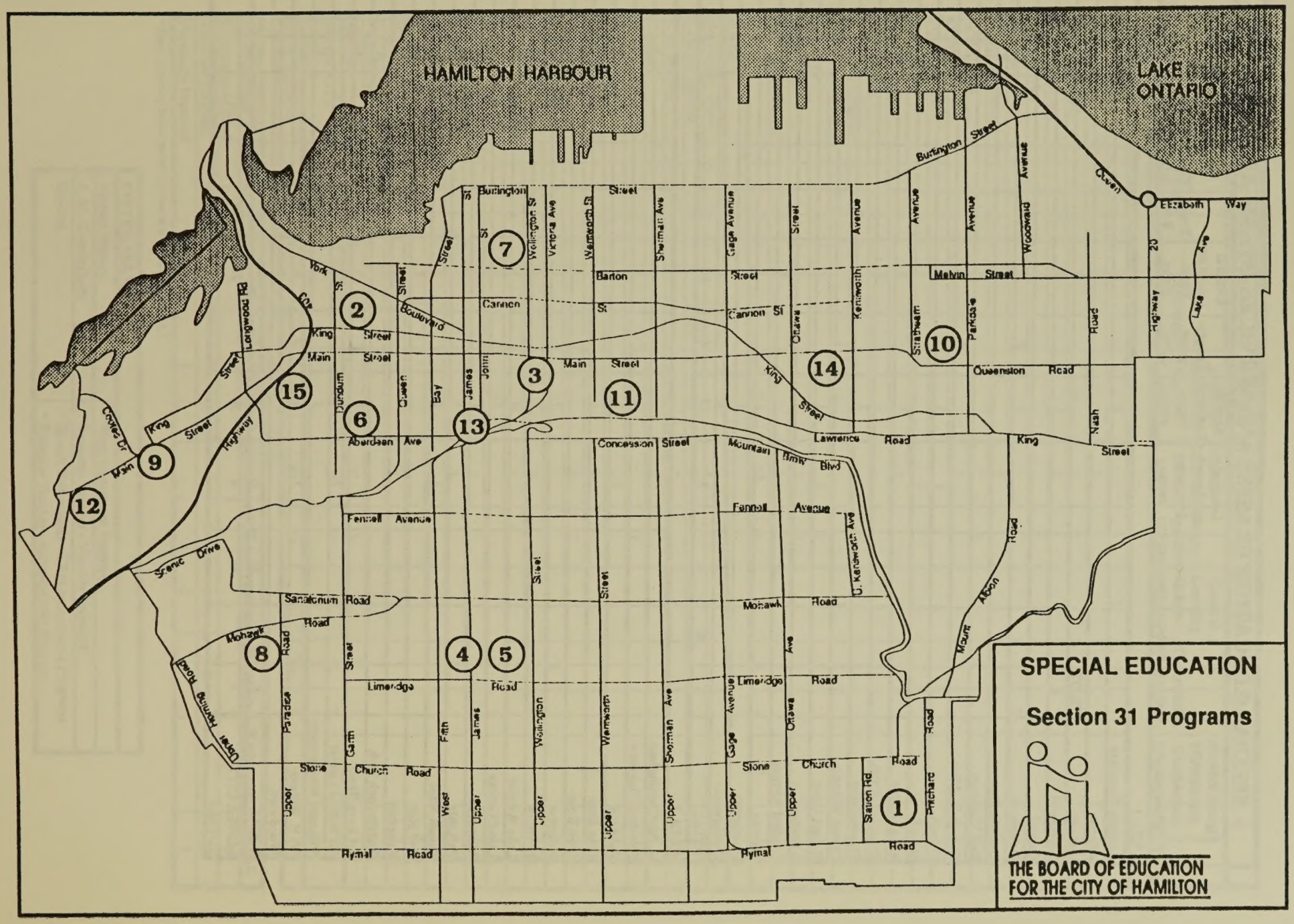
In summary, it has been only recently that the Ministry of Education has been approving and funding more day treatment programs and educational programs situated in a community school. No policy or directive has been announced by the Ministry of Education that would indicate that there will be more educational programs operating in a community school setting, under a Section 31 funding agreement.

The following pages of the report outline:

- the number and location of Care Treatment and Correctional Facilitiy programs
- the special education classes and services by Area and,
- the delivery of Program through System and Area support staff.

EDUCATIONAL PROGRAMS IN CARE, TREATMENT AND CORRECTIONAL FACILITIES (SECTION 31 PROGRAMS)

FACILITY	NO. OF TEACHERS
1. Arrell Youth Centre	3
2. Cornerstone	1
3. Dawn Patrol Group Home	1
4. Family Services Youth Centre: Assessment	1
5. Family Services Youth Centre: Y.O. Program	1
6. Grace Haven	2
7. Hamilton-Wentworth Detention Centre	4
8. Lynwood Child/Family Centre	2
9. McMaster University Medical Centre	1.5
10. Patterson House	1
11. Robert Mac Home	.5
12. Rygiel Home	.5
13. St. Joseph's Hospital	1.5
14. Woodview Day Treatment (c/o Delta Secondary)	1
15. Woodview Children's Centre (c/o Westdale Secondary)	1
16. Liaison Consultant	1
TOTAL	23.0


HAMILTON HARBOUR
LAKE ONTARIO
SPECIAL EDUCATION
Section 31 Programs
THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

SPECIAL EDUCATION CLASSES AND SERVICES 1991-92: AREAS 1 & 3

Figures indicate number of classes in a given school	Behav-ioural	Autistic	Auditorily Impaired	Language and Speech Improve-ment	Specific Learning Disab-ilities	Congre-gated Gifted	General Learning Disab-ilities	Train. Ret.	Phys. Imp.	Multiple Except. Assessmt	LRT	SERT
AREA 1												
Adelaide Hoodless					3		1				x	x
Allenby							1				x	
Bennetto	PILOT						2				x	x
Centennial	1				1		1				x	
Central											x	x
Dalewood					3	2					x	x
Dr. J. E. Davey							1				x	
Earl Kitchener											x	
George R. Allan						1					x	
Gibson				1	1						x	
Hess				1							x	
King George					1		1				x	
Prince of Wales					2		1				x	
Prince Philip					2			2			x	x
Queen Victoria						1		1		1	x	
Robert Land				1	1						x	
Ryerson											x	
Sanford Avenue	1						1				x	
Stinson					1						x	
Strathcona					1						x	
Tweedsmuir	1				1		1				x	
TOTAL	3	0	0	3	17	4	10	3	0	1		
AREA 3												
A. M. Cunningham											x	
Elizabeth Bagshaw	1				2		1				x	
Fairfield				1	1						x	
Glen Brae					1						x	x
Glen Echo										1	x	
Hillcrest					3						x	
Hillsdale					1						x	x
Lake Avenue					2		1				x	
Lloyd George	1				1						x	
Memorial					1						x	
Parkdale	1				1						x	
Queen Mary				1	1		3				x	
Red Hill							1				x	
Rosedale											x	
Roxborough Park											x	
Sir Isaac Brock					1						x	
Sir Wilfrid Laurier				2	2							
Viscount Montgomery	1				1			2			x	x
W. H. Ballard				1	1	3	1				x	x
Woodward							1				x	
TOTAL	4	0	0	5	19	3	8	2	0	1		
LOWER CITY TOTALS	7	0	0	8	36	7	18	5	0	2		

SPECIAL EDUCATION CLASSES AND SERVICES 1991-92: AREAS 2 & 4

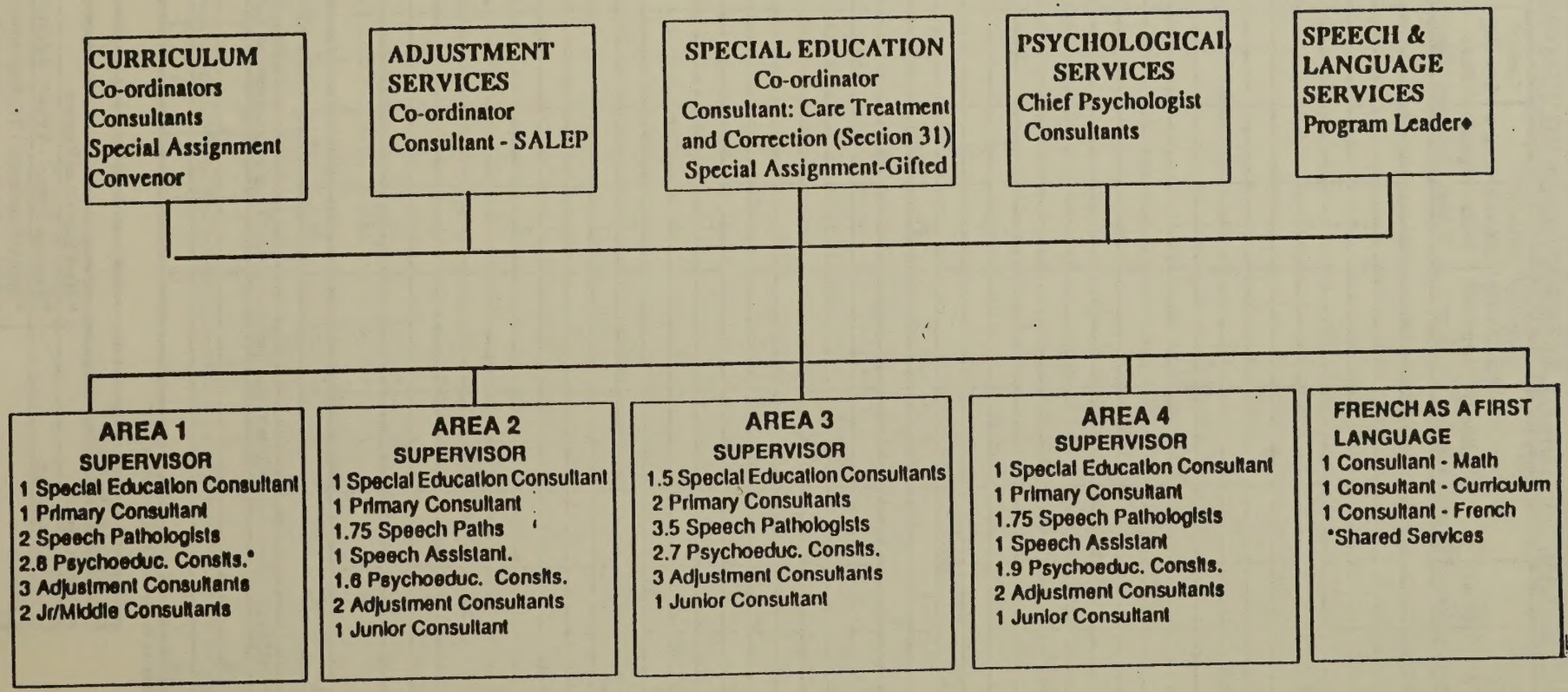
Figures indicate number of classes in a given school	Behav-ioural	Autistic	Auditorily Impaired	Language and Speech Improve-ment	Specific Learning Disab-ilities	Congre-gated Gifted	General Learning Disab-ilities	Train. Ret.	Phys. Imp.	Multiple Except. Assessmt	LRT	SERT
AREA 2												
Buchanan Park							1				x	
Chedoke	1				2			2			x	x
Eastmount Park				2	1						x	
G. L. Armstrong					2						x	
Gordon Price	1										x	x
Holbrook									2		x	
James MacDonald					2						x	
Linden Park					1	1		2			x	
Mountview					1						x	
Norwood Park											x	
Queensdale			3								x	
R. A. Riddell					1		1				x	
Ridgemount											x	
Ryckman's Corners		1									x	
Seneca				1			1	2			x	
Westview		1				2					x	x
Westwood		1			1	1					x	
Westmount El. Prg.					1						x	
TOTAL	2	3	3	3	12	4	3	6	2	0		
AREA 4												
Burkholder Drive					1						x	x
Cardinal Heights					1						x	
C. B. Stirling					2		1				x	
Comley											x	
Fernwood Park						1					x	
Franklin Road					1						x	
Helen Detwiler					1					1	x	
Hampton Heights					1	2					x	x
Huntington Park	1							2			x	
Lawfield					2						x	
Lincoln Alexander					1						x	
Lisgar				1				1	1		x	
Pauline Johnson					1						x	
Peace Memorial					1						x	
Richard Beasley							1				x	
Sherwood Heights											x	
Thombrae					1						x	x
Vern Ames											x	
TOTAL	1	0	0	1	13	3	2	3	1	1		
UPPER CITY TOTALS	3	3	3	4	25	7	5	9	3	1		
CITY TOTALS	10	3	3	12	61	14	23	14	3	3		

SECONDARY SCHOOLS	Scott Park	Hill Park	SJAM	SWC	Sherwood	Westdale	Westmount	TOTAL
Congregated Gifted							2	2
Trainable Retarded		4		5	1	2		12
Physically Impaired					1			1

* Every Secondary School has the services of at least a full-time L.R.T.

SYSTEM SERVICES	
Vincent Massey	* Work Experience Program
A. M. Cunningham	* Resource Teacher - Visually Impaired
Caledon	* Speech Pathologists - TR/Augmentative Programs * Resource Teacher - Augmentative Program

AN OVERVIEW OF PROGRAM DELIVERY PROPOSED



♦ Redeployment of Speech and Language Pathologists - allocation from all 4 areas.

Response to the Ministry of Educaton Consultation Paper on the Integration of Exceptional Pupils

April, 1992

Ontario Association for Community Living

Association pour l'intégration communautaire de l'Ontario

180 Duncan Mill Road, Suite 600
Don Mills, Ontario. M3B 1Z6

ONTARIO ASSOCIATION FOR COMMUNITY LIVING

GOAL AND VISION STATEMENT

The Goal of O.A.C.L. is: "That all persons live in a state of dignity, share in all elements of living in the community, and have the opportunity to participate effectively."

This goal envisions a society in which the innate value of each one of its people is honoured and protected. The dignity and self-respect that its people enjoy in their respective communities are the result of sharing and shouldering the responsibility of welcoming and supporting all members of the community without discrimination.

Fulfillment of this community responsibility will have entailed providing the necessary resources and supports, both natural and organized, to ensure:

- that children are nurtured within the family and, as a consequence, enjoy the benefits of family life;
- that they go with their neighbourhood friends to their neighbourhood schools where they further their growth and development together;
- that, as they grow, people can aspire to and have typical expectations of worthwhile career options, real work for real pay and fair recognition of accomplishment;
- that they have access in adulthood to decent and appropriate homes which they are able to call their own;
- that they can retire, eventually, to enjoy the lifestyle and activities of their own choosing.

Because the quality of our lives is so dependent upon how, when, where and with whom we are free to live, love, learn, work and spend our personal time, the exercise of our community responsibilities will have ensured that people are free and have the necessary empowerment to enable them:

- to make real choices in self-defined terms, however those choices are expressed;
- to enjoy real friendships and other naturally supportive relationships;
- to experience the security of unquestioned inclusion in communities that embrace the right of people to live as independently as possible, supported to the extent that is necessary to meet individual needs in a manner that uses and respects the ordinary resources in the community.

In this society of our vision, mutual respect and mutual growth will have solidified each person's sense of self-worth and equality with others. That state of belonging to which we have all aspired will have been reached not because of any preferred status or label but from our acceptance that the uniqueness of each person is to be celebrated, supported and acknowledged as essential to the completeness of the whole community.

Ontario Association for Community Living
Response to the Ministry of Education Consultation Paper on the Integration of Exceptional Pupils

We believe a child's inherent right to inclusive education must take precedence over all other interests. This right must be recognized as the paramount issue.

In the letter accompanying the Consultation Paper on the Integration of Exceptional Pupils, the Ministry of Education reaffirms "that the integration of exceptional pupils into local community classrooms should be the norm in Ontario, wherever possible, when such a placement meets the pupil's needs, and when it is according to parental choice."

Every qualifier used in this statement reduces its effectiveness and relieves the Board of Education of its obligation to ensure non-discriminatory practices in education for all children.

Changes must be made to the Education Act which will guarantee that every child will have the right to an appropriate education in a regular classroom with same-aged peers, that is, in the classroom and school which s/he would attend were it not for the label "exceptional". The supports and services needed to realize this right shall be available to the pupil and to the classroom teacher. Real parental choice will be available only when all children's fundamental rights are acknowledged and protected.

We believe in the basic concept that everyone has the right to equal access and meaningful participation. This concept must drive legislators to take immediate action to ensure that these rights are enshrined in law.

O.A.C.L.

Statement of Position

on

Education

Every child shall have the right to share in all facets of ongoing education that will meet his/her unique needs.

All Boards of Education shall recognize and accept their obligation to ensure that these rights include the opportunity:

- to attend regular classrooms in the school that other children attend;
- to attend classes with like-aged children;
- to receive an educational program based on, but not restricted to, individual goals;
- to receive adequate supports to ensure equitable opportunity for success;
- to receive coordinated planning and assistance in all transitional phases, including preschool to elementary, elementary to secondary, post-secondary, cooperative education, colleges and universities or continuing education.

Parents shall have the opportunity to become true partners in determining all aspects of their child's education.

Approved by the O.A.C.L. membership, May, 1991

Amended by the O.A.C.L. Board, February, 1992

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